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BIENNIAL REPORT 1985-1987

Part I – Narrative

KENTUCKY DEPARTMENT OF EDUCATION

Alice McDonald, Superintendent of Public Instruction

National Ranking of Kentucky

	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Total Population	23	23	23	23	23	23	23	23	23	23
School Age Population	23	23	23	23	23	23	23	23	23	23
Est. Pop. Age 5-17 as % of Total Pop.	36	29	26	27	12	13	12	14		10
Public School Enrollment	23	23	23	23	23	23	23	23	23	23
% Pop. Age 25 & Over with High School Diploma	48	48	48	50	50	50	50	50	50	50
Total Instructional Staff Size	26	26	26	25	26	27	26	26	[illegible]	26
Pupils Per Teacher	41	37	38	40	42	44	42	41	40	37
Average Salary of Teachers	41	31	29	29	32	32	30	36	41	38
Average Salary of Instructional Staff	40	32	29	29	30	33	33	36	42	38
% Increase in Average Salary of Classroom Teachers for Ten -Year Period	23	10	3	2	2	4	2	5	12	17
Total Personal Income	24	25	25	24	25	26	26	26	21	27
Per Capita Personal Income	42	41	41	41	47	45	43	45	43	45
Personal Income Per Pupil in ADA	34	34	34	36	37	40	39	38	39	40
Public School Revenue Per Pupil in ADA	46	43	43	43	36	43	41	44	45	41
Pub. Sch. Revenue as % of Personal Income	45	36	36	34	34	30	39	33	31	32
Per Capita State Expenditures for All Education	30	15	15	15	14	20	25	21	21	23
Current Expenditures Per Pupil in ADA	48	40	40	33	44	43	41	40	42	41
State Funding	2	2	2	4	6	5	5	7	8	6
Federal Funding	10	17	19	15	8	9	7	9	6	5
Local Funding	49	48	48	45	46	48	48	47	46	47
ADA as Percent of Fall Enrollment	28	31	34	31	34	30	41	42	44	45
Number of 9th Graders Finishing High School Four Years Later	N/A	N/A	N/A	N/A	44	41	38	37		
% Change in Number of High School Graduates for Five-Year Period	38	30	41	32	23	5	5	13	15	28

Rankings of the States, Vols. 1978-87, National Education, Washington, D. C.

BIENNIAL REPORT 1985-1987

Part I – Narrative

Volume LV

KENTUCKY DEPARTMENT OF EDUCATION

Alice McDonald, Superintendent of Public Instruction

To The Governor
and The General Assembly
COMMONWEALTH OF KENTUCKY

State law requires the superintendent of public instruction to report every two years to the governor and the Kentucky General Assembly on the status of public education in the commonwealth. That state law is an old law. The biennial reports of past superintendents stretch back in time to the Reverend Joseph James Bullock. He was Kentucky's first superintendent of public instruction, appointed in 1838 by Governor James Clarke. In the plain-speaking style of his day, Bullock minced no words in his report to the people.

This report is one of my last official acts as state superintendent. It is the style of this day to design reports for the media. It is the fashion to package recommendations to appeal to the most people and to couch criticisms in ways that upset the fewest.

This I shall not do. I shall speak to the people of Kentucky plainly. They elected me. They deserve to know what I think of their schools.

Sincerely,

Alice McDonald

Alice McDonald
Superintendent of Public Instruction

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SECTION A
Superintendent's Message

SUMMARY
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SUPERINTENDENT'S SUMMARY

Kentucky's educational reform, enacted and implemented in 1984-87, works. For the first time in Kentucky's long educational history, Kentucky has developed the programs, compiled the data, and marshaled the resources necessary to provide a strong academic learning program for every child in every classroom in the commonwealth.

All the indicators of excellence have turned upward. The people are beginning to value education, and the schools are beginning to focus more on their real missions: – teaching and learning.

As this report indicates, the tasks that remain consist primarily of continuing the drive along paths already blazed and inspiring the people to continue the trip.

Additional incentives can and should be offered. They will smooth the way and make the journey easier.

THE FINANCIAL FOUNDATION

Kentucky was late in committing itself to public education for all children.

Kentucky became a state in 1792. But it was not until 1838 that the General Assembly established a system of common schools.

It was 1850 before state support for public schools was included in the state constitution, 1910 before a high school was required in every county, 1953 before the way was cleared for passage of the Minimum Foundation Program.

It was 1960 before the sales tax enabled the Minimum Foundation Program to pump state financial support into local school districts on a regular, dependable, annual basis.

During this long period of development, Kentucky concentrated on gathering the funds, training the teachers, erecting the buildings, and collecting the resources necessary to provide public education. With that task accomplished, the state turned its attention to the quality of the educational services it offered.

In 1978, the Kentucky General Assembly enacted an Educational Improvement Act. That act stipulated the subjects to be taught and specified that all students in grades three, five, seven, and ten were to be tested annually to determine their competency in learning as compared with students in other states. The first statewide testing program began the following year.

THE ACADEMIC FOUNDATION

In 1984, the Kentucky General Assembly enacted a sweeping expansion of the Educational Improvement Act of 1978. This expansion embodies the heart and soul of Kentucky's educational reform and is to learning what the Minimum Foundation Program was to the financing of public schools.

This program is simple in concept. Under the provisions of the act, Kentucky educators identified the skills that are essential for learning. As required by the law, they made these decisions in five subject areas – reading, writing, spelling, mathematics, and library use, which includes research and reference skills – for kindergarten through grade twelve.

They designed the Kentucky Essential Skills Test to be administered every spring in every subject and in every grade. They designed comprehensive test returns so that teachers could know precisely what skills students were, or were not, acquiring. School administrators would use the same summary data to identify areas where the curriculum needed strengthening and additional assistance needed to be provided to pupils.

The law directed the State Board of Education to establish other standards in attendance, student retention, graduation,

and accreditation. The law required that districts report their academic performance annually, by district and by school, and in comparison with state averages and other important indicators critical to academic achievement.

The act further stipulated that these reports should be printed in the county newspapers of largest circulation so that all residents could know the academic performance being achieved in the schools supported by their taxes.

Finally, the law required districts to develop schedules for making improvements. It required that those improvements be attained by set deadlines. It then provided sanctions strong enough to enable the state to intervene in a school system that failed to *try* to overcome difficulties.

That final provision is a key component of the law because it assumes that every school district wishes to try to improve. It assumes that school districts are managed by men and women who care about children and who strive to give them the best educational opportunities possible. Only if a school district does not make plans to improve and does not make any effort to meet its goals and deadlines for that improvement can it come into any danger of experiencing the more severe provisions of the law.

Has the law worked?

YES! The law is effective.

The following chart shows just how swiftly the law can work.

Kentucky School District Improvement

Performance Standard		Number of Districts Deficient 1985-86	1986-87
Attendance	93.5% or below	10	3
Annual Dropout Rate	5.5% or more	7	4
Essential Skills	3 or more grade levels below 80% mastery in 1 or more of 5 skill areas		
5 Skill Areas		18	10
4 Skill Areas		18	18
3 Skill Areas		13	6
2 Skill Areas		18	21
1 Skill Area		35	25
Total		102	80
Districts with Multiple Deficiencies		14	7

Although the Kentucky Essential Skills Tests were given in reading and mathematics in the 1984-85 school year, the 1985-86 school year was the first year they were given in all five subject areas in all thirteen grades. That year, 102 of Kentucky's 180 school districts demonstrated deficiencies in one or more of the five academic skill areas.

Just one year later, that number had been cut by 20 percent, to eighty of the state's 178 districts. Of those eighty districts, thirty-seven reduced the number of skill areas in which deficiencies were recorded.

In 1985-86, ten districts reported attendance of 93.5 percent or less. That number was reduced to three districts the following year.

In 1985-86, seven districts reported an annual dropout rate of 5.5 percent or more. That number was cut to four districts the next year.

Finally, in 1985-86, fourteen school districts experienced multiple deficiencies. A year later, that number had been reduced to seven districts, an improvement of 50 percent!

This superintendent believes that the 1984 law, when reinforced with the school improvement and the management assistance programs, makes it possible for every district to solve every deficiency within just a few years.

This is the first time in Kentucky's history that such widespread improvement has been possible. It is the first time in Kentucky's history that the mechanism to achieve the improvement has been available. It is the first time in Kentucky's history that the will to solve problems on such a scale has been present.

The General Assembly is to be commended for its vision in enacting this far-reaching program. In so doing, it put Kentucky in the forefront of the states. It put Kentucky's schools in the forefront of Kentucky's economic development efforts. It gave Kentucky's children new opportunities opening into better futures.

There are four components of this educational reform.

CLEAR GOALS
INFORMATION
PUBLIC SUPPORT
PUSH

CLEAR GOALS

As stated above, the General Assembly required educators to make decisions about the skills pupils *must* learn in one grade in order to be successful in the next grade.

As obvious as this may sound, it had never been done for the state as a whole. Individual schools had developed curricula. Individual teachers had developed lesson plans and devised methods of teaching. Textbooks directed instruction and offered problems for pupils to work. Even the standardized achievement tests, required under the 1978 law, directed curriculum.

But never before in Kentucky's history had Kentucky's teachers met with the Department of Education to say, in effect, "These ten skills *must* be learned in the third grade if Johnny is to read on grade level in the fourth grade."

This is a major advance in instruction.

The General Assembly ensured concentration on the mastery of these skills by providing funds for remedial programs in the first and second grades. This gives a second chance to children who didn't earn the skills on the first attempt.

Smaller class sizes, funds for teaching aides, mandatory kindergarten, and a new focus on writing skills are all initiatives proposed by educators and endorsed and funded by the General Assembly. Taken together, these initiatives represent an important emphasis on learning each skill at the time the skill needs to be learned.

Detailed teaching strategies, developed by the department to assist the teachers of the first and second-grade remedial programs, represent another first for Kentucky education.

As with curricula, individual schools and individual teachers had their own lists of strategies. But this was the first time in Kentucky's history that a series of strategies proven effective in the classrooms had been compiled and put directly into teachers' hands. Like the blueprints of an engineer or the pattern of a seamstress, the guidelines show teachers ways to achieve the goal, the teaching of a specific skill to a child.

INFORMATION

The simple table produced on page 5 took about half an hour to draft.

The information necessary to make the chart took four years to develop.

During the past four years, the department has concentrated on compiling the information necessary for Kentucky's schools to improve. No longer can it be said that we don't know why schools don't do well or certain students fail or certain districts fall into financial deficit.

Today, we know when and why these things occur.

With that information, schools *can* excel. Students *can* learn.

The information includes the following:

TEST SCORE DATA BY PUPIL – This information tells teachers the skills the child mastered and those not mastered, information critical for individualized instruction to be effective.

TEST SCORE SUMMARY DATA BY SCHOOL AND BY DISTRICT –This information identifies areas of weakness in curriculum and lets school administrators take effective corrective action.

ANNUAL PERFORMANCE REPORT – This report tells the general public what the schools are achieving. It is an effective tool in pursuading the public to support the schools, either through expanded school-business partnerships or enlarged financial support.

KENTUCKY ESSENTIAL SKILLS EVALUATION – This report demonstrates how the essential skills are being incorporated into the curriculum statewide. It gives the department the information needed to provide technical assistance to school districts. It also alerts school administrators to weaknesses in curriculum.

FINANCIAL MANAGEMENT ANALYSIS MODEL – This mechanism analyzes the financial data of districts to pinpoint areas of inefficiency. This information is important for all districts, but it is critical for those in danger of falling into the red of financial deficit. It is used in the management assistance program that the General Assembly financed for the first time in 1986-88.

These data make possible precise identification of wasteful spending. Thus, the $250,000 spent aiding five districts each year of this biennium has reaped rewards many times over in the districts participating in the program. Indeed, management efficiencies totaling more than 2 million were identified the first year alone.

The savings achieved through improved management techniques were then routed to instructional programs to benefit children in the classrooms. As reported by the managers of the assistance teams, in every case in which the local board fully cooperated in implementing the team's recommendations, the improvements and gains were immediate and obvious. They were particularly dramatic in one county, which experienced an increase in attendance, a reduction in dropout rate, and improvements in learning.

Kentucky can be proud of the gains that have been made. It can be proud that the gains can be documented, on paper, for all to see. Most of all, Kentuckians can be proud that the foundation for learning implemented during this four-year period is strong enough to raise every school district in Kentucky to a level of academic excellence.

While not every district may be able to afford a wide variety of enrichment courses, every district *can* provide a strong education that prepares its graduates to enter college, advanced technical training, or the world of careers and economic endeavor.

PUBLIC SUPPORT

The scholar who reads the reports of past superintendents of public instruction will notice in them a lament, a theme of frustration that the people of Kentucky did not sufficiently appreciate education.

There is no such lament in this report.

This superintendent believes that Kentuckians today are more concerned about education than ever before in our history.

Let's look at the evidence.

Four years ago, on January 6, 1984, the State Board of Education hosted a meeting of the groups that had conducted studies of the needs of education and were supporting a call for reform. At that special board meeting, ten groups were represented and gave testimony. Only three of them were composed primarily of private citizens.

Today, the lineup of citizen groups supporting education has expanded. Joining the Prichard Committee for Academic Excellence, the Kentucky Chamber of Commerce, and the Parent-Teacher Association are The Kentucky Educational Foundation, Inc.; Kentucky Advocates for Higher Education; Kentucky Youth Advocates, Inc.; The Kentucky Academic Association; Forward in the Fifth; East Kentucky First, Inc.; the GED Foundation for Adult Education; and The Kentucky Vocational Education Foundation.

Most encouraging of all, numerous local foundations have been chartered to help local school districts find the funds to enhance local school programs. The Bardstown Educational Foundation, Inc., to name just one, raised $100,000 to operate a preschool program for children in that district.

This superintendent is proud to be one of the founders of the Kentucky Educational Foundation. The General Assembly can take pride in its role in creating the GED Foundation. All Kentuckians can take pride that these and other groups are made up of private citizens. The citizens do the work. They sponsor the new ideas. They raise the money to implement those ideas.

This superintendent particularly wants to commend the Kentucky Educational Foundation. In co-sponsorship with the Department of Education, it has implemented the Commonwealth Institute for Teachers, the Commonwealth Institute for Instructional Leaders, Teacher Recognition Day, and the Flags of Excellence/Flags of Progress programs. It has supported the Kentucky Writing Institutes, the Odyssey of the Mind, and academic competitions. It has given mini-grants to teachers for specific projects to enhance student learning.

The General Assembly liked the Commonwealth Institute for Teachers so well it provided funds to expand the project as part of the educational reform package crafted in 1985 and financed in 1986.

Honeywell and International Business Machines corporations liked the Commonwealth Institute for Instructional Leaders so much that they joined in a historic first-of-its-kind partnership to teach business management techniques that are the hallmark of this innovative project.

The Kentucky Educational Foundation's most far-reaching influence, however, comes in the form of its school-business-community partnership program. Thanks to mini-grants from the foundation and from the Appalachian Regional Commission, which were channeled through the foundation, hundreds of businesses and civic groups are working actively with local schools to enhance academic and instructional support.

Such partnerships once were active only for sports and sports-related activities, e.g., band boosters, cheerleading sponsors, pep groups, and parent drives to raise money for new uniforms and gym equipment. For Kentucky to experience the growth of such groups for academics is another first worthy of mention.

The General Assembly can share in the credit for the explosion of activity in the growth of partnerships. Its teacher excellence grant program requires a local cash match. The General Assembly thus has contributed to the growth of new ideas for better schools. It, too, has involved local communities, inspired the formation of local foundations, and brought into the schools local talent on a scale heretofore not possible.

Throughout our local, state, and federal governments, the programs that work the best, last the longest, and achieve the most are programs that have the strongest and most enthusiastic public endorsements.

If education in Kentucky is ever to reach the level of public funding believed necessary, educators must continue to reach out to welcome and encourage participation from the general public. The general public must continue to respond. And everyone must remember that public recognition in the name of education is but one strategy in the arsenal of weapons needed to persuade a still-developing state that education is valuable and therefore desirable for all citizens.

PUSH

Push refers to law enforcement. State law already required six hours of instruction, 175 days a year for every child in Kentucky. The department enforced that law.

State law made attendance compulsory. The department emphasized the importance of attendance and saw it climb from 94.20 percent in 1982-83 to 95.16 percent in 1986-87.

State law permitted students to drop out at the age of sixteen, but a 1984 amendment made dropping out more difficult. That, too, was enforced. The annual dropout rate continued its decline, falling from 4.54 percent in 1982-83 to 3.41 in 1986-87.

The law and state regulations require that teachers teach in the field of specialty for which they hold certification. This was enforced, and most teachers are now within their fields.

The General Assembly enacted a cap on class sizes, and the department enforced the caps. Although the enforcement was not without some difficulty, most classes are now within their prescribed limits.

The General Assembly dropped non-academic subjects from the list of mandated courses, thereby increasing the emphasis on academic subjects. The department made the appropriate changes. It also emphasized advanced placement and higher-level courses through the Commonwealth Diploma Program.

The department supported the Governor's Scholars Program, which taught many capable young people that college *is* possible for students from rural areas.

Indeed, 49.6 percent of the graduating class in 1986-87 went to college. These 18,432 students represent the largest class of entering freshmen, and the largest percentage of the high school graduating class to seek higher education, in Kentucky's history. Another 8.7 percent enrolled in other postsecondary training.

The percentage of ninth-graders completing high school in 1986-87 reached 65.4 percent. This figure is still short of the 70.2 percent attained in 1972. But 13,752 adults received GED certificates in 1986-87, indicating that, many who dropped out of high school subsequently dropped back into education.

The department also sponsored the Kentucky Humanities Institute, which emphasized the arts, and the Superintendent's Occupational and Academic Retreat, which encouraged potential dropouts by teaching the excitement of learning.

Most of all, the department tried to make clear to all that the purpose of school is school. The purpose of an education is to prepare students for the next stage of their lives as productive, independent citizens.

The mechanisms for achieving academic excellence and fiscal and academic accountability at all levels throughout Kentucky's system of public education in place. The academic standards and the means by which pupils can achieve those standards are established and working. The task now is to protect that framewrok from the twin encroachments of indifference and selfish interests.

STEADFASTNESS

Two years ago, the superintendent's first recommendation was that the reforms passed in 1984 and 1985 be maintained and that the reforms passed by the Extraordinary Session of the General Assembly in 1985 be incorporated into the 1986-88 biennial budget.

The General Assembly and the governor are to be commended for their roles in adopting this recommendation. The reforms were maintained. The budgetary appropriations needed to implement them were enacted. These actions safeguarded Kentucky's educational reform movement and limited the number of new actions needed to achieve excellence.

Today, Kentucky faces a difficult fiscal situation. Needs are outstripping revenues. Choices may have to be made.

Once again, the superintendent recommends steadfastness and notes that the reforms that accomplish the most are the ones that cost the least. Although more money is needed for everything from teachers' salaries to books for school libraries, the primary goal recommended for the next two years is to maintain and continue the academic reform foundation so that the dramatic gains already made can continue in future years.

INSTRUCTION

The cycle of ignorance and poverty hits particularly hard at children born into deprived families. These children are behind when they start to school. They remain behind throughout their lives. To break this tragic cycle, the following is recommended:

EXPANSION OF PARENT AND CHILD EDUCATION (PACE) – This is an experimental program for adult parents and their preschool children. Started as a pilot project in 1986-88, it brings parents and young children together to be taught at the same time. It is effective and therefore is recommended for expansion. Participation in PACE should perhaps be considered as a condition for receiving certain types of welfare assistance.

EXPANSION OF REMEDIATION PROGRAMS – Programs now in place for grades one and two are effective and are recommended for expansion to grade three in the next biennium and to subsequent grades in later years. Per-pupil gains for children in the program exceed results for children in other programs, according to comparative data available in the

department. Therefore this expansion is recommended as a key component of the effort to maintain children on their proper grade level.

PRESCHOOL FOR EDUCATIONALLY DEPRIVED AT-RISK CHILDREN - Such a program should be targeted to especially needy groups. It should be experimental and should include at-home teaching as well as classroom experiences. The goal should be to formulate the curricula, the developmental activities, and the strategies most effective in helping children overcome the problems associated with deprivation. An important component of the pilot program should be to develop the interagency relationships for at-risk children in order to pool resources into a unified and coordinated approach that makes the most of the dollars available.

SUPPORT AND ASSISTANCE FOR PUPILS WITH SPECIAL NEEDS - This recommendation includes students who range from those with handicapping conditions, to those at risk, to those who need the challenge of advanced educational offerings. While the basic academic program is designed to provide a sound education to the majority of children, pupils are not peas in pods. They mature at different rates, learn in different ways, and enter school equipped with different experiences. Sensitivity and flexibility of programming will enable Kentucky to serve these children and give them the best possible opportunities.

ELEMENTARY COUNSELORS - The growth of the at-risk population has been so rapid and alarming that addition of these personnel is becoming critically important. Their duties should be carefully defined so their skills and training achieve maximum usefulness in assisting children.

PROFICIENCY TEST FOR GRADUATION - This reform, which would cost very little, would ensure that the student who holds a Kentucky diploma has acquired a basic level of proficiency, an assurance that will be beneficial in attracting new businesses to Kentucky and in opening new job opportunities for Kentucky's graduates. Students should be given several opportunities, if needed, to pass the test. Remedial assistance should be required if the student does not pass the test on the first attempt.

TEACHERS' SALARIES - Improvement in teachers' salaries should continue to receive priority in order to retain the best teachers and attract highly qualified young people into the field. Emphasis should also be placed on improving teacher in-service opportunities and on strengthening teacher education and preparation programs. As demand for advanced placement and higher-level mathematics and science courses continues to expand, further innovative partnerships with business, industry, government, and higher education might become necessary and should be considered.

VOCATIONAL EDUCATION - The superintendent joins the statewide Advanced Technology Advisory Committee, in

recommending expansion of advanced technology centers and the establishment of additional centers across Kentucky. These centers, which should strive for state-of-the-art technology and training, are an important component in upgrading Kentucky's technically and electronically trained work force.

KENTUCKY ESSENTIAL SKILLS TESTING DATES - Testing dates, originally scheduled to fall in the first half of April, were moved in 1986 to the second half of May on the theory that additional instructional days would mean more competent students. Experience in the 1986-87 school year, however, strongly indicated that no matter how hard teachers taught and how strongly principals exhorted, students' minds in the second half of May were on summer vaction. Therefore, it is recommended that the testing dates be returned to the timetable in place prior to 1986.

MANAGEMENT AND EFFICIENCY

A second category of recommendation for 1988-90 concerns the changes necessary to maximize the dollars available in order to break the cycle of ignorance and poverty that historically have retarded Kentucky's drive for learning. In this time of budgetary restraint, maximum usefulness must be wrung from every dollar available.

MANAGEMENT ASSISTANCE PROJECT - It is recommended that the management assistance project, authorized and financed for the 1986-88 biennium, be extended into the next biennium and that additional amounts be included to enable continued monitoring of, and consultation with, those districts that "graduated" from the program in the 1987 and 1988 school years. An additional appropriation is recommended to extend the management assistance approach to address academic deficiencies, using the same team techniques.

INSTITUTION OF KENTUCKY EDUCATIONAL NETWORK SYSTEM (KENS) STATEWIDE OVER A FOUR- TO FIVE-YEAR PERIOD - Several of the management assistance teams working with districts in deficiency reported gross inefficiencies in local record keeping and recommended installation of computerized operations in the districts' central offices. These computers were recommended to tighten control over unauthorized spending, reduce costly work hours spent keeping records by hand, reduce errors, analyze the efficiency of operations, communicate with outlying schools, make budgets, compile statistical and spending reports on a timely basis, and enable overnight investment of idle cash.

According to estimates available in the Department of Education, the installation of the statewide Kentucky Educational Network System will permit the redirection of up to $90 million in staff time from paperwork to more effective instructionally related duties. Outright savings in postage, mailing, and check writing could be achieved while lesson plans, curriculum materials, and links with libraries and

consultants could be made instantly available to the teachers of the district.

The state now uses year-old data to make its budgets and to estimate rates of education expenditures. Two years are generally required to plan and implement a legislative initiative in the schools, and a third year is needed to fine-tune it. Thus, four years can be consumed in turning a good idea into an operating reality. A full year or more may elapse before the state becomes aware of a developing and potentially serious financial problem in a school district.

As state budgets grow tighter and the costs of instruction continue to grow, such delays are critical and potentially even dangerous. It is therefore recommended that Kentucky implement KENS in order to make public education's accounting and accountability mechanisms as efficient as are the state's revenue and financial functions in other areas.

SCHOOL FACILITY CONSTRUCTION - Continued emphasis on construction of new facilities and renovation of existing facilities is recommended in order to complete the cycle and meet the needs that have been identified.

MANAGEMENT TRAINING FOR SCHOOL ADMINISTRATORS - Training, geared to the management concepts taught by the Honeywell and International Business Machines instructors at the Commonwealth Institutes for Instructional Leaders, is recommended for expansion. As was demonstrated during those institutes, the management techniques successful in business have applicability to problems of operating multi-million-dollar enterprises, a term that applies to most Kentucky school districts. Continued learning from corporations skilled in management makes sense for Kentucky's school districts in this time of budgetary restraint.

SCHOOL-BUSINESS-COMMUNITY PARTNERSHIPS - The partnership concept, brand new just four years ago, has demonstrated its effectiveness in hundreds of partnerships in operation in Kentucky and in other states. State support and encouragement of further expansion of these innovative exchanges of talent and resources therefore are recommnended. The use of challenge grants and matching cash arrangements, moreover, serves to stretch state and foundation dollars into even greater effectiveness on local levels.

ADULT EDUCATION

In 1990, a new U.S. Census will be taken. In this census, for the first time, those who have earned GED certificates will be counted among those who hold high school diplomas in the statistic measuring the educational level of adult citizens twenty-five and older.

Since Kentucky in the 1980 census ranked fiftieth in the nation in this measure, and since it is believed that there are a number of Kentuckians who could pass the GED with minimal preparation, an intensive statewide drive is recommended to increase the numbers of people holding GEDs. If, as a result of

such a campaign, Kentucky could climb out of fiftieth place, the accomplishment would have major and positive repercussions for economic development, particularly in the more underdeveloped areas.

A three-pronged approach is recommended. The first is an intensive, one-time, 1988-89 statewide drive to expand GED testing by removing the barriers that now inhibit the taking of the GED test. Mobile units traveling regular schedules throughout Kentucky, for example, would be one way of increasing the availability of GED testing opportunities. This aspect of the project would be designed to find and test those who have the capability but who just never completed the formal requirements for the credential.

The second aspect of the drive would be a substantial expansion in state funds allocated to adult basic education to be used to prepare those who need minimal coaching to pass the GED test. Full-time, year-round operation of adult learning centers would be an aspect of this phase.

The third aspect of the project would be a general and sustained increase in funds for literacy and adult basic education, along with tax incentives for businesses that send their employees to complete GEDs. It is also recommended that state government, as an example to other employers in the state, institute a general requirement that every state employee hold a GED or high school diploma as a minimal condition for continued employment. For long-term employees of the state who do not hold GEDs or high school diplomas at this time, on-the-job staff development options are recommended.

RECOGNITION

Kentucky's long battle for school improvement and legislators' long frustration with the lack of public support for education are partly caused by public ignorance. Not knowing the good things that happen in Kentucky's schools means that citizens can grow discouraged. Discouragement translates into indifference, and indifference has a direct and negative impact on instruction, on local support for schools, and on the drive for academic excellence in every district.

Therefore, educators, legislators, and businesses are urged to expand their efforts to recognize and thank their schools, the faculties, and the students who excel on every appropriate occasion. State and local government, local and state boards of education, and others are urged to explore other incentives for excellence. By creating an atmosphere of achievement, we provide conditions in which achievement flourishes. Morale improves. Students respond positively. Confidence builds. The can-do spirit translates into progress.

CONCLUSION

In closing, I want to say that Kentucky's schools are better than most people realize. Kentucky's teachers are more dedicated and capable than many know. Kentucky's graduates are better trained and enter more fields of advanced endeavor than many of their fellow citizens realize. Kentucky has led the nation in many fields and in many more ways than generally believed.

Problems remain in Kentucky's school system, but for the first time, all the problems are solvable by men and women of good will, working together. For the first time, the resources are available to devise solutions. For the first time, the people care enough about education to make the effort necessary to create quality in instructional programs for every child.

Therefore, in closing this 1985-87 biennial report, let me compliment the leaders, faculties, and staffs of Kentucky's schools. They have worked hard to implement the reforms passed from 1984 through 1986 and have labored together to improve the learning of Kentucky's children.

If we can continue the rate of progress achieved in these four years into and through the twelve years that remain between now and the year 2000, Kentucky will enter the new century the proud possessor of one of the finest school systems in the nation. The state will be enjoying the prosperity and the quality of life that are bestowed by the diligence and energy of an educated, cultured people.

These four years have been exciting ones for me. The friendships formed, the challenges met, and the decisions made have been satisfying and, I hope, for the good of all. Once again, I want to thank those who worked with me. Governor Martha Layne Collins and her staff, the leaders and the members of the Kentucky General Assembly, the outstanding educators of the state, those who labor in classrooms and crowded offices, friends of education in every county of the commonwealth, my own staff---to all, thank you and best wishes for continued success in the future.

SECTION B
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SUPERINTENDENT OF PUBLIC INSTRUCTION

The Kentucky Constitution established the Office of State Superintendent of Public Instruction and provided for it to be filled by statewide election every four years. The individual elected is prohibited from running for a succeeding term.

The superintendent is the chief state school officer. Although duties are not expressly provided in the Kentucky Constitution, the Kentucky Revised Statues designates the superintendent as the executive director of the Department of Education and the executive officer of the State Board of Education. The superintendent is responsible for preparing the budget, executing the enacted budget, and publishing information concerning education, school laws, and regulations. The superintendent has access to all educational records of the public common schools within the state and may conduct examinations and compel the attendance of witnesses. The superintendent may upon request render advice on any local controversy.

DEPARTMENT OF EDUCATION

The Department of Education is charged by statute with the responsibility to exercise all the administrative functions of the state in relation to the management and control of the public common schools, vocational education, vocational rehabilitation, the Kentucky School for the Blind, and the Kentucky School for the Deaf. The department supervises television in aid of education and exercises all other functions as spelled out in statute.

STATE BOARD OF EDUCATION

The State Board of Education consists of thirteen voting members appointed to four-year terms by the governor, one from each of the seven state Supreme Court districts and six members from the state at large. The executive director of the Council on Higher Education serves ex officio. The primary function of the State Board of Education is to develop and adopt policies and regulations by which the Department of Education shall be governed in planning, coordinating, administering, supervising, operating, and evaluating the educational programs, services, and activities within the department. The state board, by statute, is given the management and control of the common schools and is expressly authorized to regulate the minimum courses of study for graduation, accreditation of all common schools, school census, sanitary and production construction on school buildings, physical education and recreation, transportation of children to and from school, fixing of school holidays, preparing of budget and salary schedules for the several school districts, uniform series of forms and blanks for reporting information, and disposal of real and personal property owned by the local school districts. The state board also has initiated an annual review of goals and strategies and publishes them for the guidance of its activities.

LOCAL SCHOOL DISTRICTS

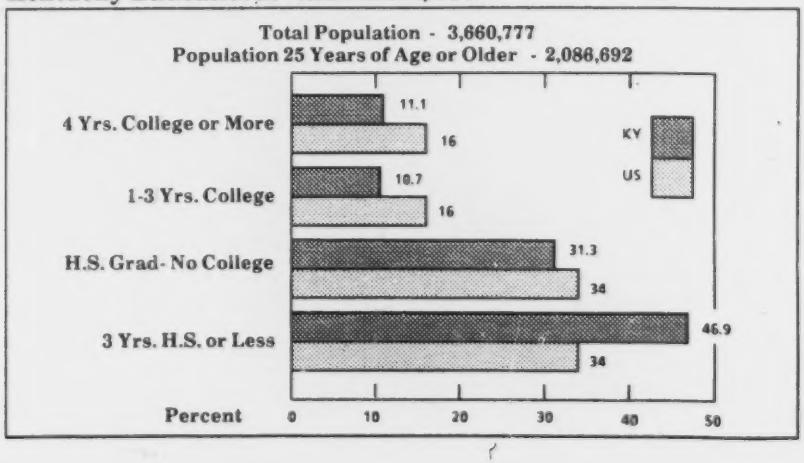
Local school districts are each headed by a local board of education that consists of five members elected from the district at large in the case of independent districts and one member elected from each of five regional divisions in the case of county districts (except for Jefferson County, which has a seven-member board). Members are elected for four-year terms, with three being chosen in the even year for four-year terms and two more being elected in the next even-numbered year. In order to qualify for membership on a local board of education, a candidate for the office must be at least twenty-four years old, a citizen of Kentucky for at least three years preceding election, and must have completed at least a high school education in the common schools. There currently are 120 county districts and fifty-eight independent districts in Kentucky, ranging in size from Southgate Independent with 193 students and an annual budget of $667,616 to Jefferson County with 95,063 students and an annual budget of $423,511,70Local boards of education are accorded the management and control of their districts. Each hires a superintendent for a term ranging from one to four years. The superintendent must recommend all appointments, dismissals, promotions, or transfers of personnel. The appointment, termination, transfer, and promotion of all personnel are subject only to the Department of Education's right to certify as to the various certifiable positions. Generally speaking, the local board of education has complete control of grade requirements above the minimum established by the State Board of Education.

It also controls student policies within the district. All appeals from local board actions go to the district circuit court rather than to the State Board of Education.

DEMOGRAPHICS

In 1980, Kentucky's census registered 3,660,777 residents. Of that number, 2,086,692 were twenty-five years of age or older; 231,139 or 11.1 percent had graduated from college; and 978,135 or 46.9 percent had completed three years or less of high school.

Kentucky Educational Attainment, 1980



In the general literacy of its population, i.e., the ability to read and write, Kentucky has progressed since 1900 but still falls below the national average and three of its sister states. It is *above* the average of the southeastern region and eight of its sister states.

Literacy of Population, 1900-1980 (Percent of Population Age 15 and Over)

	1900	1930	1960	1980
United States	88.7	95.2	97.6	98.8
SRCEI*	73.6	89.3	95.9	98.1
Alabama	64.9	86.0	95.8	97.9
Arkansas	78.7	92.4	96.4	98.1
Florida	76.6	92.3	97.4	98.7
Georgia	77.9	89.6	95.5	98.0
Kentucky	81.9	92.7	96.7	98.4
Louisiana	60.4	84.9	93.7	97.6
Mississippi	65.9	85.2	95.1	97.6
North Carolina	69.9	88.5	96.0	98.2
South Carolina	66.6	83.3	94.5	97.7
Tennessee	78.1	92.0	96.5	98.3
Virginia	75.7	90.3	96.6	98.6
West Virginia	87.4	94.5	97.3	98.6

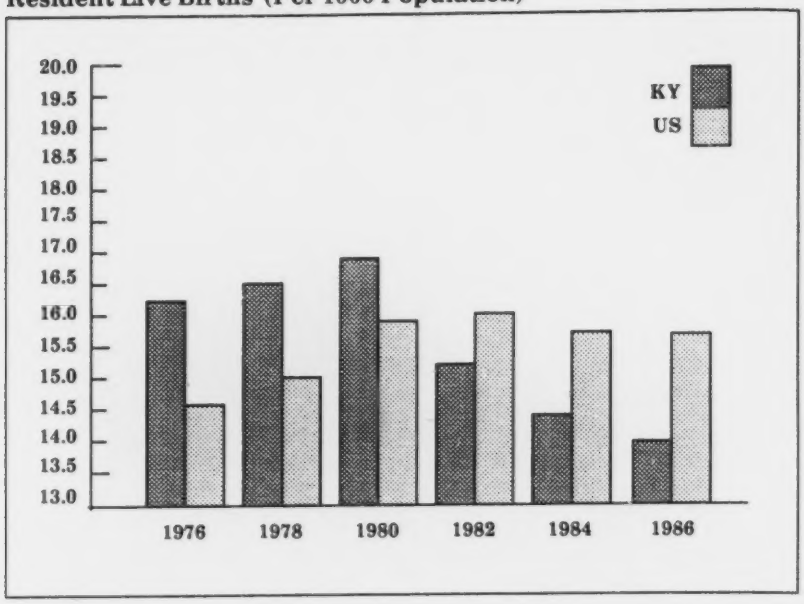
*SOURCE: Statistical Abstract of U. S. 1980, Table 241, and U. S. Census, "Current Population Reports," p. 23. No. 8, *Southern Regional Data*

The birth rate (the number of births per 1,000 populations) in Kentucky has been declining since 1977. In 1986, it was 13.9 per 1000 population.

Resident Live Births (Per 1000 Population)

Year	Number	Rate
1976	55,247	16.3
1977	58,544	17.1
1978	57,057	16.5
1979	58,877	16.8
1980	59,550	16.9
1981	57,212	15.6
1982	56,462	15.2
1983	54,623	14.8
1984	53,294	14.4
1985	52,681	14.2
1986	51,776	13.9

Resident Live Births (Per 1000 Population)



The 1980 census indicates that the average per capita annual income in Kentucky ranged from a low of $4,470 in the Fifth Congressional District to $7,482 in the Fourth Congressional District. In 1985, the per capita annual income in Kentucky was $10,824 compared to a national average of $13,867. With an income of 78.1 percent of the national average, Kentucky ranked 44th among the 50 states.

Personal Income in Kentucky & U.S., 1971-1985

	PER CAPITA			
Year	U.S.	Kentucky	Kentucky as % of U.S.	Rank
1971	$4,296	$3,341	77.8	44
1972	4,664	3,661	78.5	44
1973	5,181	4,091	79.0	43
1974	5,664	4,553	80.4	43
1975	6,069	4,871	80.3	46
1976	6,647	5,393	81.1	45
1977	7,289	5,976	82.0	42
1978	8,133	6,592	81.1	45
1979	9,025	7,337	81.3	44
1980	9,910	7,984	80.6	44
1981	10,940	8,836	80.1	43
1982	11,470	9,245	80.6	43
1983	12,093	9,475	78.4	44
1984	13,114	10,377	79.1	44
1985	13,867	10,824	78.1	44

SOURCE: U. S. Bureau of Economic Analysis, Ky. Economic Information System, January 1987.

STUDENTS

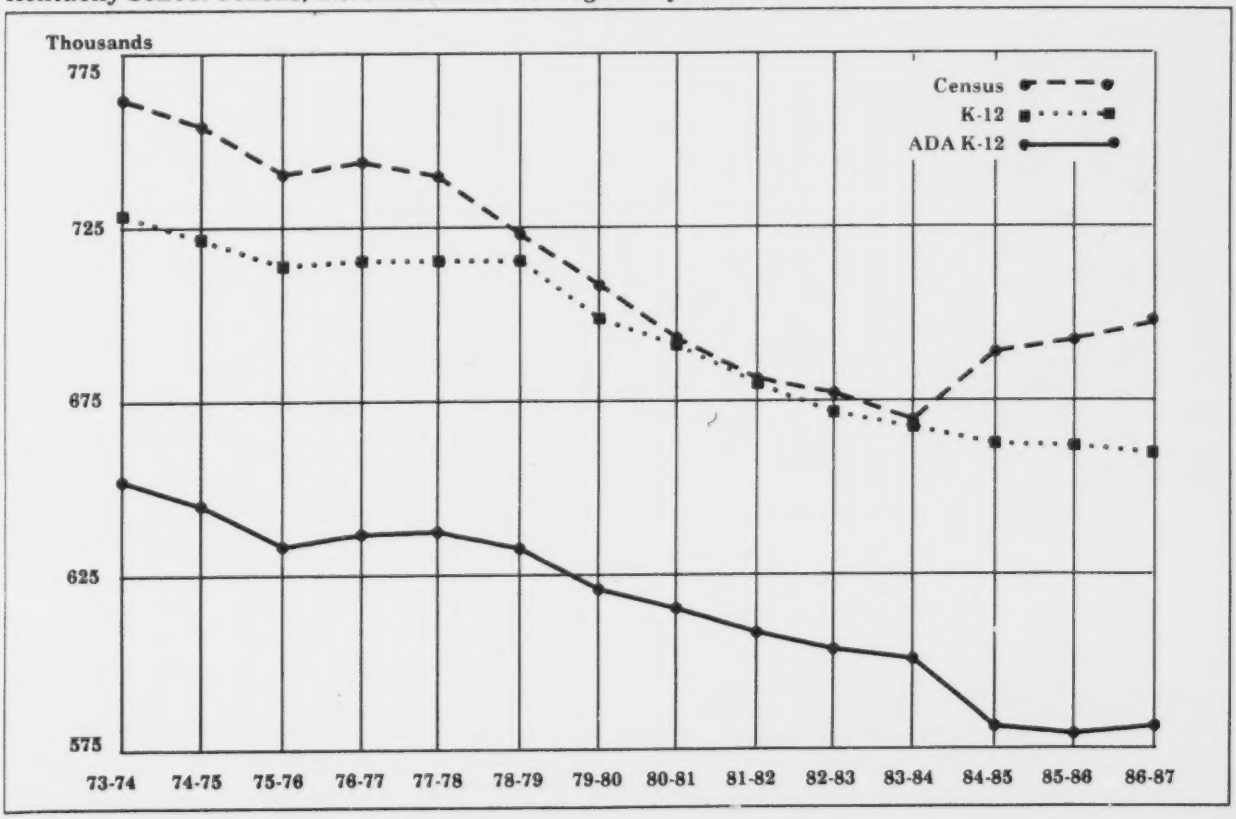
The Kentucky school census includes all children six to seventeen years of age and is reported annually on May 1. Beginning with the report dated May 1, 1985, five-year-olds are also included.

Ky. School Census, Enrollment and Average Daily Attendance

Year	Census*	(K-12)	ADA (1-12)
1973-74	765,385	730,835	652,364
1974-75	757,172	724,133	645,420
1975-76	742,859	715,951	622,868
1976-77	746,613	717,125	636,910
1977-78	742,620	717,396	637,645
1978-79	725,394	717,346	632,615
1979-80	710,582	699,925	619,869
1980-81	694,740	692,722	614,676
1981-82	682,567	681,104	607,376
1982-83	678,118	672,490	601,908
1983-84	670,006	668,312	599,718
1984-85*	690,493	663,387	579,441
1985-86*	693,948	662,554	577,190
1986-87*	698,583	660,515	579,226

*Includes five-year-olds

Kentucky School Census, Enrollment and Average Daily Attendance



EDUCATION PERSONNEL

At the highest levels white males continue to administer Kentucky's educational system, with white females teaching and providing most of the support services. An increase in the numbers of females serving as principals and assistant principals has occurred since 1983-84, continuing a trend of women moving into school administration. All minority groups together comprise 4.4 percent of the certified workforce, a decline from the 4.6 percent recorded in 1983-84.

Certified Personnel by Category, Race, and Sex, 1983-84

		PERCENT	
Staff	Total Males/Females	Female	Nonwhite
Superintendents	180	1.7	0
Administrators/Managers	519	22.2	2.5
Principals	1,189	13.0	3.2
Assistant Principals	405	12.3	6.7
Elementary Teachers	19,378	85.7	5.1
Secondary Teachers	10,167	55.2	4.2
Itinerant Teachers	3,123	69.3	3.7
Guidance	834	63.5	7.4
Psychology	95	67.3	2.1
Librarians/Audio-Visuals	1121	97.1	2.9
Consultants/Supervisors	496	59.3	5.4
Other	252	71.8	8.3
Total Certified	37,759	71.2	4.6

Certified Personnel by Category, Race, and Sex, 1986-87

		PERCENT	
Staff	Total Males/Females	Female	Nonwhite
Superintendents	178	2.2	0
Administrators/Managers	661	17.9	1.7
Principals	1210	15.5	3.5
Assistant Principals	421	16.4	6.7
Elementary Teachers	21,068	87.1	4.6
Secondary Teachers	10,982	57.5	4.1
Itinerant Teachers	2,752	66.6	4.4
Guidance	903	66.7	4.6
Psychology	108	70.4	1.9
Librarians/Audio-Visuals	1101	97.0	2.6
Consultants/Supervisors	521	55.9	6.9
Other	237	68.4	6.8
Total Certified	39,964	72.8	4.4

Teachers have continued to improve their skills and qualifications. In 1986-87 almost 80 percent had completed post-baccalaureate work and held a Rank II or higher, up dramatically from 50 percent just ten years ago.

Teachers' Qualifications

	1977-78	1986-87
Rank I	11.2%	30.3%
Rank II	39.2%	48.3%
Rank III	49.5%	21.4%

Average salaries of certified personnel have continued to improve and range from an average of $46,967 for superintendents to an average of $22,054 for elementary teachers and an average of $23,851 for secondary teachers. In percent of improvement in average salary of classroom teachers, for a ten-year period, Kentucky ranked seventeenth in the nation with an increase of 92.2 percent for elementary teachers and 93.7 percent for secondary teachers. Since the 1984-85 school year, the salaries of elementary teachers improved almost 11 percent, while salaries of secondary teachers improved almost 12 percent.

Average Salary of Certified Personnel by Category and Percent Change

School Personnel	1977-78		1986-87		Percent Change 1977-78 Through 1986-87	
	Number	Average Salary	Number	Average Salary	Number	Average Salary
Superintendents	181	$23,891	178	$46,967	-1.7	+96.6%
Elementary Principals	847	18,356	915	35,416	+8.0	+92.9%
Secondary Principals	335	20,583	320	38,949	-4.5	+89.2%
Supervisors	424	19,029	530	35,209	+25.0	+85.0%
Pupil Personnel	350	16,007	297	32,962	-15.1	+105.9%
Guidance	833	15,705	978	29,578	+17.4	+88.3%
Librarians	1,167	13,115	1,088	25,541	-6.8	+94.7%
Special Education Teachers	3,251	11,007	4,259	21,080	+31.0	+91.5%
Elementary Teachers	18,233	11,475	19,936	22,054	+9.3	+92.2%
Secondary Teachers	11,563	12,315	10,275	23,851	-11.1	+93.7%

SCHOOL FACILITIES

In 1987 the last one-room school in Kentucky was closed. This historic event symbolizes the long decline in the number of small, rural, isolated facilities and Kentucky's entry into a modern era of progressive education.

The number of pupils per school continues to rise as consolidation occurs and as new schools are constructed with funding provided under the auspices of the School Facilities Construction Commission.

A growing trend in school facilities is the "middle school," which generally comprises grades 5 through 8 and replaces the more traditional "junior highs" consisting of grades 7 through 9. Designations of schools as "elementary," "middle," and "high," however, are increasingly fluid as districts seek to accommodate the class size "caps" enacted by the General Assembly in 1984.

Number of Kentucky Public Schools

	1977	1982	1987
Elementary	982	944	921
Middle	95	119	151
Junior High	52	40	33
Senior High	24	18	14
Junior/Senior High	79	55	57
Regular Four- Year High	171	192	188
Incomplete Regular High	5	6	20
Total	1408	1374	1384

Completion of construction projects raised the number of buildings owned by the Department of Education from 162 in 1983 to 173 in 1987.

Buildings Owned by Department of Education

	1983	1985	1987
Vocational Education	122	129	131
School for the Blind	15	16	17
School for the Deaf	18	18	18
Vocational Rehabilitation	4	4	4
Surplus Property Operations	3	3	3
Total	162	170	173

One project was completed during the biennium at a cost of $2,867,100. The project was a classroom facility at the Kentucky School for the Blind.

Statistical Information – New and Expanded Facilities

FY	Project/Facility	No. of Teachers	No. of Work Stations	No. of Square Ft.	Scope
1986	KSB Classroom	10±	12	24,000	$2,867,100

Maintenance needs for all facilities were provided. There were 580 projects initiated during the last two years; 488 of them were completed during this biennium at a cost of $4,099,200.

Maintenance Project Information

FY	Projects Requested	Projects Approved	Projects Completed	Budgeted	Expended	Balance
1986	331	227	198	$2,004,600	$1,997,723.56	$6,876.44
1987	387	353	290	2,064,700	2,101,477.01	-36,777.01

Insurance coverage is provided for facilities and equipment under the Fire and Tornado Fund at 90% of current appraised value. New buildings and equipment have been insured at 90% of cost. Expenditures for insurance and maintenance during the biennium were $4,717,916.

Maintenance and Insurance - Summary of Expenditures

FISCAL YEAR 1986			
	Budgeted	Expenditures	Balance
Insurance	$339,000.00	$306,293.00	$32,707.00
Maintenance	2,004,600.00	1,997,723.56	-6,876.44
	$2,343,600.00	$2,304,016.56	$39,583.44

FISCAL YEAR 1987			
	Budgeted	Expenditures	Balance
Insurance	$349,200.00	$312,422.99	$36,777.01
Maintenance	2,064,700.00	2,101,477.01	-36,777.01
	$2,413,900.00	$2,413,900.00	$ 0

SURPLUS PROPERTY

The Division of Surplus Property is a service agency which distributes selected available federal surplus personal property and other available property. Fair and equitable distribution of this property was provided to eligible public agencies and certain nonprofit health and educational institutions. Distribution was based on the eligible institution's relative needs, resources, and ability to utilize the property.

The division operates on handling charges assessed the recipient of the property. Charges are based upon the cost of services performed or paid by the division incident to transfer and were in relation to the fair value of the property. The charges averaged approximately 11 percent of the fair value or acquisition cost of the property transferred.

Surplus Property Cost Comparisons

Biennium	Acquisition Cost of Property Received	Acquisition Cost of Property Transferred	Handling and Service Charges Assessed
1985-1987	$15,269,156	$18,951,915	$2,173,125

REVENUES

General Fund Appropriations to the Department of Education for the purpose of administering and supporting elementary, secondary, and vocational education have increased from $961,003,400 in fiscal 1983 to $1,222,134,900 in fiscal 1987 with a further increase to $1,343,292,400 approved for fiscal 1988. This represents an increase of over 40 percent for the four-year educational reform period. The Department of Education received a 40.7 percent share of the general fund dollars in fiscal 1983 compared to 39.9 percent in fiscal 1987. These sums were further increased by the bonding capacity which the General Assembly enacted in 1986 for new construction and major renovation of school facilities. The $18 million provided for that purpose will enable construction of up to $200 million of school facilities, depending upon the interest rates at which the bonds are issued.

In spite of the gain in revenues flowing to public education, the Department of Education's share of all state funds decreased from 22.5 percent in fiscal 1983 to 18.4 percent in fiscal 1987.

Education Appropriations, 1984-1988

	1984	1985	1986	1987	1988
TOTAL GENERAL FUND	$2,447,720,000	$2,579,296,900	$2,675,906,000	$3,057,568,900	$3,333,976,500
EDUCATION APPROPRIATIONS FROM GENERAL FUND					
Higher Education	$421,198,900	$435,026,200	$454,069,400	$487,816,000	$538,654,000
Department of Education	1,026,693,920	1,063,384,000	1,108,732,300	1,222,134,900	1,353,292,400
Total	$1,447,892,820	$1,498,410,200	$1,562,801,700	$1,709,950,900	$1,891,946,400
TOTAL ALL FUNDS	$5,540,442,996	$5,901,706,200	$5,973,574,898	$6,655,659,500	$6,874,981,500
EDUCATION APPROPRIATIONS FROM ALL FUNDS					
Higher Education	$868,091,000	$897,998,100	$977,272,500	$1,035,669,200	$1,100,890,900
Department of Education	1,241,260,184	1,280,071,800	1,345,804,600	1,457,810,400	1,594,392,800
Total	$2,109,351,184	$2,178,069,900	$2,323,077,100	$2,493,479,600	$2,695,283,700

Local school district revenues are derived from state, federal, and local sources. Over the past ten years, a shift in the origin of these revenues has occurred. The percentage of revenues received from state sources increased from 52.3 percent in 1976-77 to a high of 66.3 percent in 1982-83. Since 1982-83, local district revenues received from the state have declined slightly to 65.0 in fiscal 1987. The percent of revenues derived from local sources has increased every year of the administration as legislative mandates enacted in 1984 and 1986 have been implemented by local school taxing authorities.

Local School District Percent of Revenue by Source

	SOURCE		
Year	Local	State	Federal
1986-87	24.0	65.0	11.0
1985-86	24.0	64.0	12.0
1984-85	23.8	64.5	11.7
1983-84	23.1	65.6	11.3
1982-83	22.0	66.3	11.7
1981-82	21.9	65.1	13.0
1980-81	20.4	65.3	14.3
1979-80	20.3	65.5	14.2
1978-79	20.5	65.5	14.0
1977-78	21.3	65.9	12.8
1976-77	33.7	52.3	14.0

Funding for the Department of Education and teacher retirement increased by 47.20 percent from fiscal 1984 to fiscal 1988.

Total Department of Education and Teacher Retirement

Year	Appropriation	Increase	Percent Increase
1983-84	1,151,948,220		
1984-85	1,229,106,300	77,158,080	6.70
1985-86	1,483,219,400	177,809,500	14.47
1986-87	1,628,910,500	145,691,100	9.82
1987-88	1,771,956,700	143,046,200	8.78
1984-88		$548,704,880	47.20

SCHOOL LUNCH

During the past two years, the Division of School Food Services administered six federally funded Child Nutrition Programs in Kentucky's public and non-profit private schools and child care institutions. These programs included the National School Lunch Program, School Breakfast Program, Special Milk Program, Child Care Program, and Summer Food Service Program. During 1986-87, 20 million breakfasts and 81 million lunches were served to Kentucky's children.

National School Lunch Program

	1982-83	1983-84	1984-85	1985-86	1986-87
Average Daily Participation	456,928	457,000	457,000	454,000	456,000
Total Funding					
Federal	60,993,908	64,455,235	65,708,767	68,744,358	70,622,568
State	3,597,084	3,610,528	3,595,500	3,617,725	3,619,996
Cost Per Child	1.22	1.18	1.25	1.27	1.30
Percent Public School Participation	99.8	99.8	99.8	99.8	99.8

TRANSPORTATION

In 1986-87 a total of 6,658 buses were driven 450, 468 miles per day or approximately 79 million miles per year transporting a daily average of 454,511 children to and from school. The total cost in state and local funds exceeded $97 million or $1.23 per mile, compared with $1.65 per mile in the 1983-84 school year.

Pupil Transportation – 1986-87

	County Districts	Independent Districts	Total
Total Daily Bus Miles	435,806	14,662	450,468
Total Number Buses Used Daily	6,255	403	6,658
Average Miles Per Bus Per Day	69.7	36.4	67.6
Total ADA Transported	423,672	30,839	454,511
Average Number Pupils Transported Per Bus	67	68	68

Cost of Pupil Transportation – 1986-87

State	Local	Total	Cost Per Mile
$84,451,500	$12,582,465	$97,033,965	$1.23

EXCEPTIONAL EDUCATION

Education for exceptional children provides services for pupils ages five through eighteen who have mild to severe handicapping conditions. The services are funded through the minimum foundation program allotment of classroom units. During the 1986-87 school year, 4,285 units were allocated to 178 school districts. During 1986, the legislature passed House Bill 241 amending KRS 157.360 to provide self-generating units to fund classroom instruction and related services for exceptional children. Funds to implement the program, however, were not appropriated.

Allotment of Classroom Units for Exceptional Children

Title	1975-76	1982-83	1983-84	1984-85	1985-86	1986-87
Home Instruction	138.7					
Hospital Instruction	4.0					
Home/Hospital Instruction	37.3	249.5[3]	214.0	101.3	107.3	0
Physically Handicapped	18.9	18.0	15.3	15.9	15.5	11.0
Learning Disabilities	440.9	1,089.6	1,064.5	1,137.4	1537.8	1623.9
Visually Handicapped	9.5	28.0	32.6	33.6	35.8	35.5
Speech Handicapped	319.9	517.1	527.2	525.8	522.4	537.9
HEARING IMPAIRED						
Hard of Hearing	44.1[3]	71.9	72.9	79.1	77.5	81.9
MENTALLY HANDICAPPED						
Educable	1,172.1	1,098.3	1,032.6	984.7	1,097.1	1,185.5
Trainable	254.4	354.6	349.1	357.5	358.4	321.3
Emotionally Disturbed	94.7	190.1	193.8	217.0	245.5	273.1
Multiple Handicapped		103.8	107.9	101.4	90.4	119.5
Learning & Behavior Disorders		416.9	558.7	545.8	0[4]	0[4]
Severely & Profoundly Handicapped		14.0[1]	8.0	10.5	22.8	9.1
TOTAL UNITS	2,580.4[2]	4,151.8	4,176.6	4,110.0	4,110.0	4,249.7

[1] *Classification not established prior to this time period.*
[2] *Includes 55.3 units for teacher aides. This was an experimental program authorized by KRS 147.390.1, in effect from 1974-76. No teacher aide units have since been alloted.*
[3] *Collapsed into one classification.*
[4] *Learning & Behavior Disorders programs (units) were alloted to LD,EMH, and ED programs.*

Through the department's "child find" effort, the number of handicapped children identified and served grew to 73,710 in the 1986-87 school year. The additional federal funds which were generated as a result were granted to local school districts to meet the excess cost associated with educating handicapped children.

During the past two years, Kentucky received $39,125,290 under Part B, Education of the Handicapped Act (EHA-B), P.L. 94-142 as amended. Of these funds, 85 percent was allocated directly to local school districts.

During the past several years, the department has concentrated on improving the skills of those who work with exceptional children.

- PROJECT PRIDE – Principals, Resources, Information, and Direction for Excellence in Special Education
- CATS grants – Continuum of Alternatives Training System
- SPLASH – Strategies for Planning Longitudinally for All Severely Handicapped
- PROJECT ALEM – The Adaptive Instruction Demonstration Project utilizing the Adaptive Learning Environment Model

These were just a few of the training projects undertaken during this biennium. Of particular interest is ALEM, which trained personnel to provide academic services to a range of students, from gifted to handicapped, within the same classroom, a technique that will eliminate the need for "pull-out" programs. In 1986-87, Project TIP (Transition Improvement Planning) was initiated to develop interagency cooperation to prepare handicapped youth for transition from school to employment in the community.

To solve a critical shortage of certified teachers for exceptional children, a traineeship program was established to offer a financial incentive to encourage regular instructional personnel to seek special education endorsement or certification. Since the program began, over 5,000 have received traineeships, as follows:

Number of Traineeships Awarded

Year	Number	Year	Number
1979-80	225	1984-85	408
1980-81	1,159	1985-86	320
1981-82	969	1986-87	553
1982-83	801		
1983-84	655	Total in 8 years	5,090

New federal legislation enacted in 1986 (P.L. 99-457) will provide full services to children aged three, four, and five who have handicaps. Five regional training centers were established to train and assist local school districts implementing the program. In this project emphasis is being placed on achieving interagency collaboration and parent involvement. Parent resource centers are being expanded, and area cooperatives will provide further training and assistance to local districts. Model programs, formerly operated as Kentucky Individualized Kindergartens (KIK), will continue to serve preschool handicapped children enrolled in public schools.

SCHOOL FOR THE BLIND – The Kentucky School for the Blind provides educational programs from kindergarten through grade 12. Emphasis is placed on academic, alternative skills, pre-vocational skills, and developmental skills according to each child's Individual Education Plan. During this biennium, outreach activities have increased in providing assessments for visually impaired children who are enrolled in their local school districts, through consultations with local school personnel, through visits to the KSB campus, and with the addition of the Kentucky Instructional Materials Resource Center. Students who are enrolled at KSB have the option of taking classes in Jefferson County part of the school day, thus broadening their educational opportunities. Computer-assisted instruction and computer access to printed materials in spoken language or Braille increase availability of materials.

Kentucky School for the Blind

School Year	Total Enrollment	Total State	Total Federal	Total Cost	Total Cost Per Student	Percent Federal
1981-1982	130	$1,973,640	$178,640	$2,152,280	$16,556	8.3%
1982-1983	125	2,157,064	142,686	2,299,750	18,398	6.2%
1983-1984	125	2,419,470	132,730	2,552,200	20,417	5.2%
1984-1985	130	2,445,420	86,070	2,531,490	19,473	3.4%
1985-1986	139	2,624,528	67,495	2,692,023	19,367	2.5%
1986-1987	145	2,757,200	52,236	2,809,436	19,375	1.9%

KENTUCKY SCHOOL FOR THE DEAF – This facility provides educational services for hearing-impaired children and youth throughout the commonwealth. The school also provides outreach services to local school districts and to hearing-

impaired children in their homes. The school is fully accredited by the Southern Association of Colleges and Schools and by the Conference of Educational Administrators Serving the Deaf. The school also has developed and implemented a new language curriculum and has shared it with local school districts in Kentucky. It is beginning work on other curricula. Vocational evaluations of each pupil were initiated at the end of each student's eighth-grade year. Some auditory training equipment and dormitory furniture were purchased for parts of the campus.

In addition to the outreach program authorized by the General Assembly, the school is cooperating with Danville Public Schools to register KSD pupils in classes offered by Danville and to register Danville pupils in classes offered at KSD.

Kentucky School for the Deaf

Year	Total Enrollment	Total Cost Per Student	Percent Federal
1983-1984	386	$12,812	3.82%
1984-1985	339	$15,283	3.69%
1985-1986	337	$13,850	6.94%
1986-1987	328	$17,064	3.45%

VOCATIONAL EDUCATION

The Office of Vocational Education is charged with meeting the needs of Kentucky citizens in occupational training and with contributing to the economic development of the commonwealth by providing a competent, skilled work force for the business, industrial, labor, service, and agricultural communities.

During the 1983-84 school year, nearly 323,000 students were enrolled in secondary, postsecondary, and adult short-term vocational education programs. In 1986-87 this number had dropped to 287,999, due mostly to the reduction in 7th- and 8th-grade programs (because of the loss of industrial arts units in 1984) and a reduction in the number of students reported in community college associate degree programs which are partially funded with vocational education federal funds. These programs were offered in 178 local school districts, seventeen vocational technical schools, five health occupations schools, five correctional institutions, fifty-seven state-operated area vocational centers, seventeen locally operated area centers, and twenty community colleges and universities.

Vocational Education Funds by Source

	FY 1985	Per-cent	FY 1986	Per-cent	FY 1987	Per-cent
Federal	$13,585,939	17.0%	$13,928,600	17.0%	$13,762,000	16.6%
State	41,530,200	54.0%	44,665,500	54.7%	48,698,000	58.8%
Agency Receipts	22,203,100	29.0%	23,135,900	28.3%	20,416,600	24.6%
Total*	$77,319,239		$81,730,000		$82,876,600	

**Does not include Foundation Units in Local School Districts.*

Vocational Enrollment

Year	Total Enrollment	Year	Total Enrollment
1979-80	297,582	1983-84	322,966
1980-81	310,480	1984-85	296,005
1981-82	326,233	1985-86	278,513
1982-83	334,010	1986-87	287,999

Vocational Education Enrollment by Location

1984-1985

No. of Facilities	Title	Secondary	Post-Secondary	Long Term Adults	Short Term Adults	Total
17	State Vocational Technical Schools	2,525		13,124	48,292	63,941
57	State Area Vocational Education Centers	15,110		4,031	18,539	37,680
17	Local Area Vocational Education Centers	5,466		18	523	6,007
178	Local School Districts	168,470		5	10,346	178,821
13	Community Colleges		4,797			4,797
6	Universities		474		37	511
5	Correctional Facilities			1,257	41	1,298
5	Health Facilities	110		1,181	1,659	2,950
	TOTALS	191,681	5,271	19,616	79,437	296,005

1985-1986

No. of Facilities	Title	Secondary	Post-Secondary	Long Term Adults	Short Term Adults	Total
17	State Vocational Technical Schools	2,691		11,163	54,748	68,602
57	State Area Vocational Education Centers	14,534		3,339	20,202	38,075
17	Local Area Vocational Education Centers	6,385		54	635	7,074
175	Local School Districts	150,278			4,296	154,574
13	Community Colleges		5,525			5,525
6	Universities		650		121	771
5	Correctional Facilities			1,126	124	1,250
5	Health Facilities	73		708	1,861	2,642
	TOTALS	173,961	6,175	16,390	81,987	278,513

1986-1987

No. of Facilities	Title	Secondary	Post-Secondary	Long Term Adults	Short Term Adults	Total
17	State Vocational Technical Schools	2,782		10,479	56,833	
57	State Area Vocational Education Centers	15,116		3,442	20,380	70,094
17	Local Area Vocational Education Centers	6,584		23	478	38,938
173	Local School Districts	156,852			3,658	7,085
13	Community Colleges		6,992			160,510
7	Universities		605			6,992
5	Correctional Facilities			1,022	205	605
5	Health Facilities	83		771	1,694	1,227
						2,548
	TOTALS	181,417	7,597	15,737	83,248	287,999

Vocational Education Enrollment by Program

1984-1985					
Programs	Secondary	Post-Secondary	Long Term Adults	Short Term Adults	Total
Agriculture	14,586	30	32	4,093	18,741
Distributive Education	6,687	24	38	1,747	8,496
Health	2,216	1,007	2,864	3,459	9,546
Consumer Home Economics	44,172	660	2,936*	3,898	51,666
Gainful Home Economics	1,505	28	317	1,540	3,390
Business & Office	45,417	774	2,949	8,194	57,334
Technical	5	333	113	182	633
Industrial Education Level III	16,244	302	9,840	14,635	41,021
Academic/Vocational	628				628
Industrial Education Level I & II	18,777				18,777
Practical Arts	35,360				35,360
Public Service	265			41,689	41,954
Special Programs	5,819	2,113	527		8,459
TOTALS	191,681	5,271	19,616	79,437	296,005

* *Duplicated Count*

1985-1986					
Programs	Secondary	Post-Secondary	Long Term Adults	Short Term Adults	Total
Agriculture	14,038	23	36	3,315	17,412
Distributive Education	6,642	80	74	1,686	8,482
Health	2,244	98	2,781	4,371	9,494
Consumer Home Economics	43,885		113	1,368	45,366
Gainful Home Economics	1,435	31	221	1,079	2,766
Business & Office	54,753	878	2,928	6,214	64,773
Technical	10	298	94	404	806
Industrial Education Level III	15,760	163	8,915	15,001	39,839
Academic/Vocational	1,012		17		1,029
Industrial Education Level I & II	22,016		229		22,245
Practical Arts	6,152				6,152
Public Service	260			48,549	48,809
Special Programs	5,754	4,604	982		11,340
TOTALS	173,961	6,175	16,390	81,987	278,513

1986-1987					
Programs	Secondary	Post-Secondary	Long Term Adults	Short Term Adults	Total
Agriculture	14,465	21	47	4,325	18,858
Distributive Education	6,642	32	31	5,642	12,347
Health	2,372	54	2,791	4,215	9,432
Consumer Home Economics	47,975		114	724	48,813
Gainful Home Economics	1,429	26	221	38	1,714
Business & Office	60,079	1,101	2,888	7,026	71,094
Technical	10	264	77	371	722
Industrial Education Level III	15,759	204	8,762	15,087	39,812
Academic/Vocational	1,352				1,352
Industrial Education Level I & II	22,981		237		23,218
Practical Arts	2,145				2,145
Public Service	207			45,413	45,620
Special Programs	6,007	5,895	569	407	12,872
TOTALS	181,417	7,597	15,737	83,248	287,999

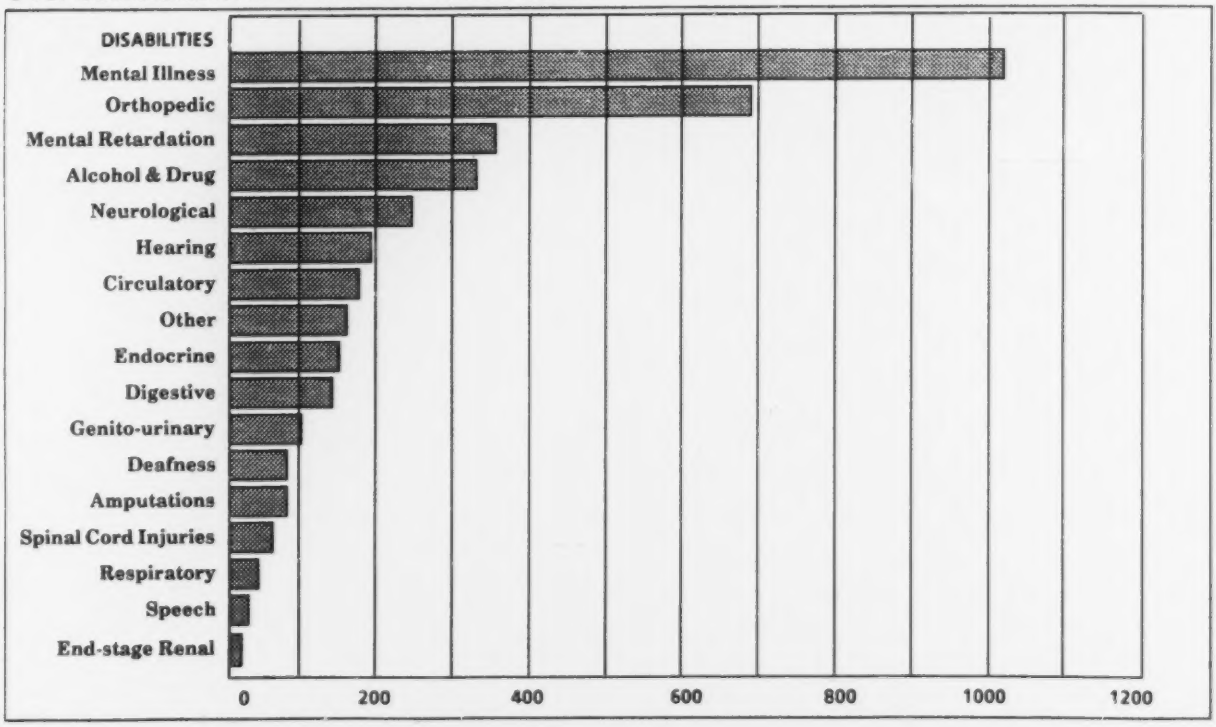
VOCATIONAL REHABILITATION

The Field Services Division is responsible for the direct provision of services to persons with handicaps in all areas of the state. The division operates fifty-three field offices, three work training centers, and a halfway house for female clients with mental disorders. The division also operates a group of innovative job placement and job training projects for persons with developmental disabilities in Louisville, Lexington, and Ashland. Rehabilitation counselors assigned to field services provide vocational assessment, vocational counseling, job modification, and job placement and purchase medical, psychological, and vocational training services from vendors in local communities.

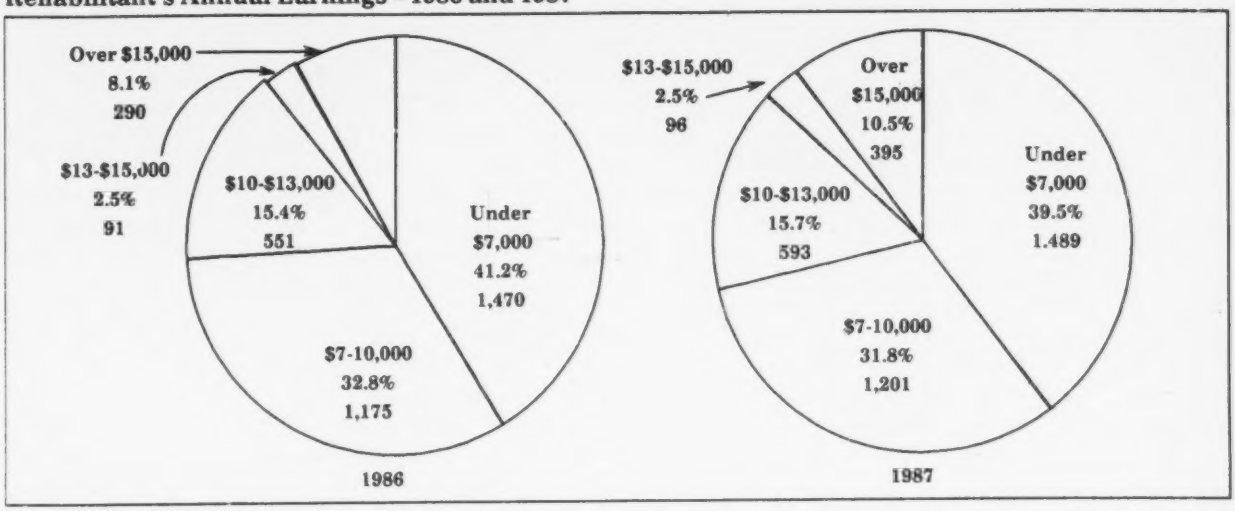
In FY 1985-86, 3,679 persons were rehabilitated (entered employment as a direct result of OVR services). In FY 1986-87, rehabilitations were 3,515.

As a result of these individuals entering the work force, their earnings increased approximately 457 percent. This increase generated about 5.6 million additional tax dollars in the first year alone. The cost of rehabilitation services for these individuals will be recovered through additional tax revenues in only five years. Agency goals of increased client earnings will continue to increase the cost benefit of rehabilitation services. The intangible factors such as restored human dignity, personal independence, and social integration are more difficult to measure but are as important to the individual as the more tangible benefits.

OVR Successful Rehabilitations - Closed 1986-87



Rehabilitant's Annual Earnings – 1986 and 1987



EDUCATIONAL INNOVATION INCENTIVE FUND

This fund was established by the Extraordinary Session of the Kentucky General Assembly in 1985. Funded by $2.5 million in each year of the 1986-88 biennium, its purpose is to provide grants to public schools and educators in Kentucky to implement new instructional or management programs within school districts.

Specifically, the fund, which is administered by the state board with the assistance of an advisory committee appointed by the governor, is designed to encourage the development of innovative projects that focus on improving instruction and/or increasing management efficiency in the classroom and at the school or district administrative level. The projects represent educational approaches not previously implemented within a given school district.

Four types of grants were awarded: teacher grants up to $5,000; school grants up to $20,000; district grants up to $100,000; and multi-district grants up to $125,000.

During the funding cycles of fiscal 1987 and 1988, 1,145 proposals requesting more than $23,392,000 were submitted to the fund. The State Board of Education approved 388 of those proposals and allocated grants totaling $4,979,119. Thirty-four of the projects were funded for two years; all others were funded for one year. The projects included curriculum development, early childhood education, essential skills instruction, the humanities, science, foreign language, gifted education, special education, computer literacy, enrichment, counseling, child care, parental involvement, remediation, staff development, management, vocational education, and dropout prevention.

The Educational Innovation Incentive Fund was created for a two-year period. Its continuation will be determined by the Kentucky General Assembly during the 1988 session.

EDUCATIONAL EXCELLENCE IMPROVEMENT FUND

This fund was established by the Kentucky General Assembly in 1985. Funded by $1.5 million in fiscal year 1987 and $3.0 million in fiscal year 1988, its purpose is to provide an incentive to local school districts to involve the private community in funding projects to improve academic performance.

The program, which is operated under the auspices of the State Board of Education, is made available for projects which enable a district to exceed minimum academic standards specified by the state board and by the Kentucky Revised Statutes. Projects shall not be related to athletics, extracurricular activities, or capital construction.

Funds are distributed on a matching basis. Local funds must be raised from the private community and may not be governmental funds. State funds are distributed according to the assessed valuation per pupil. Approximately 170 projects have been funded in 1986-88 school years. The $4.5 million state resources allocated to the program have leveraged approximately 3.75 million additional dollars from the private business and civic community.

MANAGEMENT ASSISTANCE

The 1985 Extraordinary Session of the General Assembly established in House Bill 6 and in Concurrent Resolution 5 a program of management assistance teams to work with five school districts each year of the 1986-88 biennium. The State Board of Education was charged with identifying the districts in need of management assistance and approving team members. An amount of $250,000 was appropriated for each year of the project. The first year, the county school districts of Clinton, Floyd, Perry, Whitley, and Wolfe were selected. The second year, the districts selected were Covington, Gallatin, Henry, Martin, and Pike.

Management efficiencies achieved as a result of this program have already compensated the taxpayers for the cost of this project many times over. For example, Clinton County, which won national coverage for shortcomings, had a deficit of over $70,000 when the project began. Under the guidance of the project and new leadership in the district, it experienced a complete financial and academic turnaround. The deficit was eliminated by the end of the fiscal year, and an annual saving of $175,000 was made possible for the future. These savings were estimated to rise to $300,000 a year when all the recommendations were implemented, which the board voted to do. In addition, the district experienced an increase in pupil attendance, a decrease in the dropout rate, and an increase in the academic performance of the pupils on the statewide achievement tests. As a result of its improved financial condition, the district is improving its school facilities through major renovations and new construction and is looking forward to further increases in student achievement.

While perhaps the most dramatic of the success stories the first year of the project, similar results were achieved in other districts. Management efficiencies totaling over $2 million were identified in the first year of the project alone and improvements in management techniques ranging from monitored gasoline tanks to maintenance schedules were instituted. In all cases in which the local district board of education and its administrative staff cooperated fully with the investigation, improvements in instructional programs, student attitudes, and staff morale were achieved. Although increases in academic performance are slower to create, they will evolve as funds are routed from non-productive support services to academically productive instruction, books, and teaching materials.

Education Summary

SOURCE OF FUNDS	Budgeted FY 1986	Requested FY 1987	Requested FY 1988	Enacted FY 1987	Enacted FY 1988
GENERAL FUNDS					
Regular Appropriation	$1,102,797,900	$1,262,474,000	$1,394,940,800	$1,224,790,300	$1,351,872,400
Special Appropriation	6,150,000			100,000	150,000
Continuing Appropriation	44,900				
Reorganization Adjustment	(260,500)				
Non-Revenue Receipts		12,515,300	12,890,900		
TOTAL GENERAL FUNDS	$1,108,732,300	$1,274,989,300	$1,407,831,700	$1,224,890,300	$1,352,022,400
RESTRICTED AGENCY FUNDS					
Balance Forward	$5,375,700	$1,493,300	$1,188,400	$1,493,300	$1,187,700
Current Receipts	22,732,600	9,509,800	9,932,800	22,025,100	22,823,600
Non-Revenue Receipts	333,300	237,300	240,800	237,300	240,800
TOTAL RESTRICTED AGENCY FUNDS	$28,441,600	$11,240,400	$11,362,000	$23,755,700	$24,252,100
FEDERAL FUNDS					
Balance Forward	$3,617,900	$509,000	$447,500	$509,000	$646,800
Current Receipts	203,230,100	208,724,000	213,758,300	208,224,000	213,514,700
Non-Revenue Receipts	1,782,700	3,814,000	3,998,900	3,814,000	3,998,900
TOTAL FEDERAL FUNDS	208,630,700	$213,047,000	$218,204,700	$212,547,000	$218,160,400
TOTAL FUNDS	$1,345,804,600	$1,499,276,700	$1,637,398,400	$1,461,193,000	$1,594,434,900
EXPENDITURES BY CLASS					
Personnel Costs	$82,520,500	$88,614,800	$93,323,000	$86,934,600	$91,173,100
Operating Expenses	31,509,400	34,149,900	35,311,000	32,881,000	33,962,000
Grants, Loans, or Benefits	1,211,352,100	1,369,710,400	1,501,987,900	1,335,387,000	1,463,612,500
Debt Service	481,100	482,200	483,200	482,200	483,200
Capital Outlay	4,168,800	4,683,500	5,072,800	3,673,700	3,743,200
TOTAL EXPENDITURES	$1,330,031,900	$1,497,640,800	$1,636,132,900	$1,459,358,500	$1,592,974,000
EXPENDITURES BY UNIT					
School Foundation and Related Programs	$945,300,700	$1,055,422,900	$1,160,619,500	$1,048,018,600	$1,156,044,500
General Administration	127,467,900	135,709,700	142,026,000	134,309,300	140,733,700
Local Services	11,672,900	17,620,300	20,107,600	20,794,100	16,244,900
Instruction	99,777,500	136,829,700	153,985,100	106,584,300	121,326,500
Administrative Services	5,348,700	6,065,600	6,299,500	6,065,600	6,299,500
Budget Management	154,500	356,600	389,200	356,600	389,200
Exceptional Children	31,357,800	32,627,000	33,721,200	32,879,800	33,784,000
Vocational Education	84,135,500	87,432,200	92,094,600	85,472,700	91,570,200
Vocational Rehabilitation	24,771,500	25,576,800	26,890,200	24,877,500	26,581,500
Career Ladder Committee	44,900				
TOTAL EXPENDITURES	$1,330,031,900	$1,497,640,800	$1,636,132,900	$1,459,358,500	$1,592,974,000

ACADEMICS

COLLEGE BOARD TESTS – In 1987, 11 percent of Kentucky's high school graduates took the SAT tests, up dramatically from 6 percent just five years ago.

State Scores on SAT, 1987

VERBAL				MATH			
	State	National Rank	% Grads* Taking SAT	Scores	State	National Rank	% Grads* Taking SAT	Scores
1.	Iowa		3%	515	Iowa		3%	574
2.	S. Dakota		3%	513	S. Dakota		3%	563
3.	N. Dakota		3%	509	N. Dakota		3%	558
4.	Utah		4%	503	Kansas		5%	547
5.	Kansas		5%	498	Nebraska		6%	545
6.	Nebraska		6%	488	Utah		4%	540
7.	Tennessee		8%	487	Wisconsin		10%	534
	Mississippi		3%	487	Wyoming		5%	533
9.	Oklahoma		5%	486	Minnesota		7%	531
10.	New Mexico		8%	484	Missouri		9%	530
11.	Wyoming		5%	483	New Mexico		8%	525
12.	Arkansas		4%	480	Tennessee		8%	524
13.	Montana		9%	479	Illinois		14%	521
	Kentucky**		6%	479	Arkansas		4%	521
15.	Alabama		6%	478	Mississippi		3%	521
16.	Wisconsin		10%	475	Oklahoma		5%	520
17.	Missouri		11%	474	Kentucky**		6%	519
18.	Idaho		7%	473	Missouri		11%	518
	Louisiana		5%	473	Alabama		6%	515
20.	~~Michigan~~ Minnesota		7%	472	Colorado		17%	514
21.	Colorado		17%	466	Michigan		11%	513
22.	Illinois		14%	463	Louisana		5%	509
	Arizona		11%	463	Arizona		11%	505
24.	Michigan		11%	459	Idaho		7%	502
25.	W. Virginia		7%	458	Ohio		16%	499
26.	Washington		19%	455	Washington		19%	496
	Ohio		16%	455	W. Virginia		7%	496
28.	New Hamphire		57%	450	New Hampshire		57%	488
29.	Alaska		30%	445	Oregon		42%	484
30.	Oregon		42%	444	Nevada		17%	484
31.	Vermont		54%	440	California		38%	482
	Delaware		50%	440	Alaska		30%	479
33.	Connecticut		69%	439	Maryland		50%	477
	Nevada		17%	439	Hawaii		47%	477
35.	Maryland		50%	437	Massachusetts		66%	474
36.	Massachusetts		66%	435	Vermont		54%	474
37.	Virginia		51%	434	Connecticut		69%	473
38.	Rhode Island		61%	433	Virginia		51%	473
	Maine		46%	433	Delaware		50%	470
40.	Pennsylvania		52%	428	Florida		38%	470
41.	New Jersey		65%	425	New York		62%	469
	New York		62%	425	New Jersey		65%	467
43.	California		38%	424	Maine		46%	466
44.	Florida		38%	423	Rhode Island		61%	465
45.	Texas		32%	416	Pennsylvania		52%	463
46.	Indiana		47%	415	Indiana		47%	459
47.	Hawaii		47%	404	Texas		32%	459
48.	Georgia		49%	400	Georgia		49%	440
	N. Carolina		47%	400	N. Carolina		47%	438
50.	S. Carolina		49%	397	S. Carolina		49%	435

** The College Board used data on the numbers of high school graduates in 1982 and the numbers of seniors who took the SAT in 1982 because it is the most recent year for which complete graduation statistics are available.*

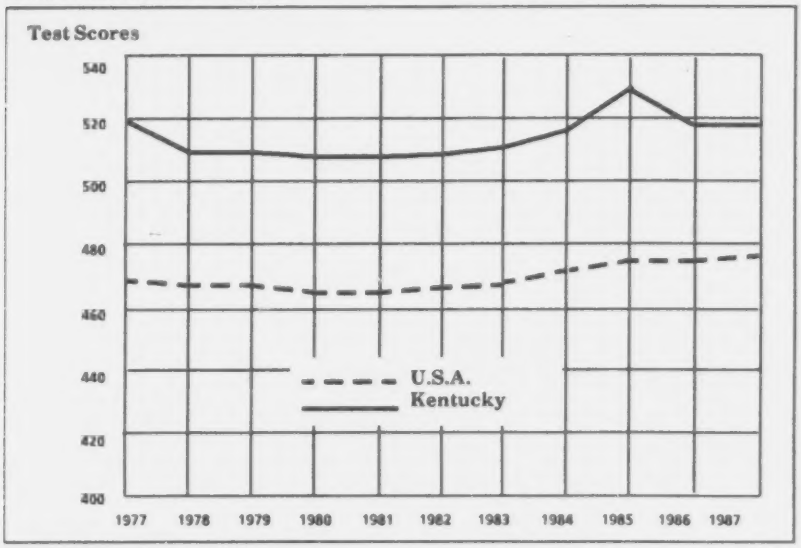
***In 1987, 4,290 or more than 11 percent of Kentucky's graduating class took the test.*

Of the Kentucky students who took the test in 1987, 2,183 were male and 2,107 were female. Men scored 485 on the verbal portion of the test and 542 on the math portion. Women's mean scores were 474 and 494 respectively. Kentucky's total combined score was 479 on the verbal portion of the test and 519 on the mathematics portion.

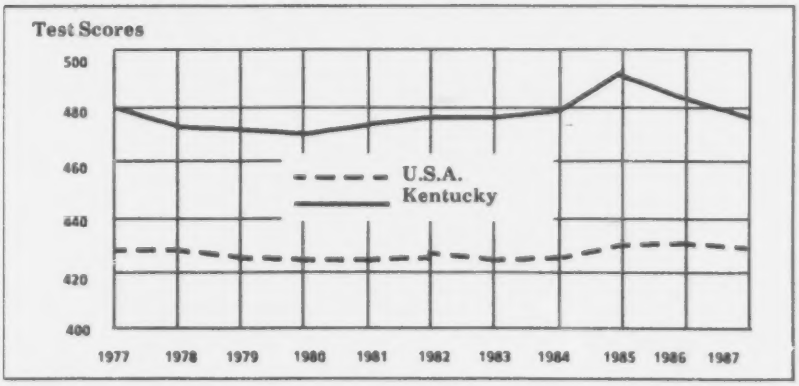
Kentucky SAT Scores - 1974-1987

Year	Total Verbal Mean	Total Math Mean	Number Tested
1976-77	480	520	3031
1977-78	473	510	3117
1978-79	472	510	3139
1979-80	471	507	3089
1980-81	474	509	2987
1981-82	475	510	2920
1982-83	475	513	3106
1983-84	479	518	3308
1984-85	491	529	3825
1985-86	483	519	3791
1986-87	479	519	4290

SAT Test Scores – Math



SAT Test Scores – Verbal



Results from the 1987 ACT tests are not available for all states, but in 1986, Kentucky ranked 20th among the twenty-eight states that use the ACT as a testing tool for college entry. Out of a total possible score of 36 in each subject tested, Kentucky's college-bound students in the 1986-87 school year scored an ACT English mean of 18.5 compared to 18.7 for the nation as a whole. The Kentucky ACT math mean score was 16.3, compared to 17.2 for the nation.

The composite score for Kentucky was 18.3. That was 0.4 points below the national average composite score of 18.7 but 0.3 points *above* the mean for the students in the nine-state southeastern region.

Approximately 51 percent or 23,117 of Kentucky's high school seniors took the ACT test, a decline from the 62 percent who took it in 1984 that may reflect in part the increasing numbers who took the SAT.

State Scores on ACT, 1986

National Rank	Composite Score	Percent of Grads Taking ACT	National Rank	Composite Score	Percent of Grads Taking ACT
1. Iowa	20.6	56.3	16. Nevada	19.0	40.1
2. Wisconsin	20.5	38.8	17. Michigan	18.9	51.2
3. Minnesota	20.3	30.5	18. N. Dakota	18.5	61.2
4. Nebraska	20.0	61.8	19. Alabama	18.2	49.6
5. S. Dakota	19.9	61.9	20. Arkansas	18.1	52.3
Colorado	19.9	59.9	Kentucky	18.1	50.9
7. Montana	19.8	51.5	Alaska	18.1	37.6
8. Wyoming	19.7	55.6	23. Tennessee	18.0	56.6
9. Ohio	19.3	46.4	24. New Mexico	17.9	52.3
Arizona	19.3	36.8	25. Oklahoma	17.8	48.1
11. Kansas	19.2	60.6	26. West Virginia	17.7	47.5
Idaho	19.2	52.4	27. Louisiana	16.9	57.5
Missouri	19.2	47.9	28. Mississippi	16.3	60.2
14. Utah	19.1	61.7			
Illinois	19.1	60.2			

ACT Mean Scores for Successive Years of ACT-Tested College- Bound Students – Kentucky

School Year	ACT English Mean	ACT Math Math	ACT Composite Mean
1973-74	17.7	17.4	18.3
1974-75	17.3	16.8	17.9
1975-76	17.2	16.3	17.6
1976-77	17.4	16.2	17.7
1977-78	17.6	16.1	17.7
1978-79	17.6	16.2	17.7
1979-80	17.5	15.9	17.7
1980-81	17.4	15.9	17.6
1981-82	17.6	15.5	17.5
1982-83	17.5	15.3	17.4
1983-84	18.0	15.9	17.9
1984-85	18.0	15.9	17.9
1985-86	18.3	16.0	18.1
1986-87	18.5	16.3	18.3

Kentucky students scored 17.1 compared with the national mean of 17.5 in social studies. In natural sciences, Kentucky students scored 20.7 compared with a national mean of 21.4. Kentucky's young women scored higher than Kentucky men in English but scored lower than their male counterparts on the other parts of the test, a continuing trend that indicates a bias against females entering the fields of mathematics and sciences. The scores were: English – men 18.0 and women 19.0; math – men, 17.1 and women 15.3; social studies – men 18.0 and women 16.4; natural sciences – men 22.2 and women 19.5

FLAGS – In 1984, the Kentucky Educational Foundation, Inc., in cooperation with the Kentucky Department of Education, sponsored a unique project to reward schools that achieved high scores in academic subjects tested on the Kentucky Essential Skills Test, attendance, retention, and accreditation.

Standards for winning the Flags of Excellence are:

•Test Scores	80 percent or more of the students in each mandated grade scoring at or above 50 NCE
•Annual Dropout Rate	5 percent or less
•Attendance	95 percent or better
•Accreditation	No major deficiencies

Standards for winning Flags of Progress are:

•Test Scores	Increase by 5 percentage points at grades three, five, seven, and ten, the percent of students scoring at or above the national median of 50 NCE as compared to the previous year. Mandated grades having 80 percent or more of the students scoring at or above the national median are not subject to the 5 percentage-point improvement criterion.
•Annual Dropout Rate	Decrease by .5 of a percentage point if greater than 5 percent.
•Attendance	Improve over the previous year by 1 percentage point
•Accreditation	Remove major program and service accreditation deficiencies.

Number of Award-winning Schools

School Year	Flags of Excellence	Flags of Progress	Both Excellence And Progress	Total Schools
1984	46			
1985	61	181	37	279
1986	101	283	90	474
1987	53	52	18	123

The sharp decline in the numbers of schools winning flags in 1987 in comparison with 1986 is believed to be caused by two factors: (1) the shift in the dates the tests were administered from the first half of April in 1986 to the last two weeks of the school year in 1987; and (2) the plateau that schools reach in making improvements in performance standards, that is, the closer schools come to achieving standards of excellence, the harder the gains are to attain. Once attained, outstanding levels of performance can be maintained. Since the programs began, schools in 152 of Kentucky's 178 school districts have won flags.

KENTUCKY ESSENTIAL SKILLS TEST – In 1984-85 Kentucky implemented the Kentucky Essential Skills Statewide Testing Program in reading and mathematics. The following year, the test was implemented in reading, mathematics, spelling, writing, and library/research/reference skills.

The purpose of the test is to assess pupil mastery of the skills identified as being essential for learning. The goal of the program is to achieve 100 percent mastery of every skill by students in every grade. Gains were made each year in each grade in math. In reading, however, annual gains were made in grades K-8. Declines in reading scores resulted in high school.

Essential Skills Test in Reading & Math

Grade	Reading			Math		
	1985	1986	1987	1985	1986	1987
K	97.1	97.6	98.2	93.0	94.2	95.3
1	94.9	95.9	97.4	95.0	96.5	97.8
2	85.1	86.0	88.6	89.3	92.1	93.6
3	79.4	81.9	83.0	87.7	89.7	90.9
4	82.9	84.9	86.8	89.4	91.7	92.7
5	78.2	80.7	81.8	91.3	93.5	94.7
6	82.1	85.0	86.6	87.6	90.4	92.1
7	72.3	74.0	75.3	87.3	90.0	91.7
8	85.0	85.0	85.3	87.9	89.3	90.6
9	81.6	81.2	80.7	78.1	79.4	80.8
10	81.8	81.7	80.9	84.2	86.4	86.8
11	88.5	89.0	88.7	92.1	94.0	94.4
12	83.8	82.7	81.6	87.2	89.2	91.6

Failure to achieve full mastery of the essential skills indicates a continuing need for remedial help for individual students, improvements in curricula, new teaching strategies and materials, or a combination of all three. To help in this endeavor, the department has compiled data that indicate the skills that are *not* being mastered and the percentages of pupils who are underachieving each skill.

In 1987, Kentucky's students continued to improve their mean NCE (normal curve equivalent) scores in grades three, five, seven, and ten. These scores represent Kentucky's academic performance relative to the performance achieved in other states, based upon data that were normed in 1981.

Mean NCE Scores on Basic Skills – State CTBS/U and KEST

	Reading Comprehension	Writing Total	Math Total	Total Battery	Spelling	L/R/R
GRADE 03						
1982	54.3	55.2	53.7	54.9	54.1	52.4
1983	56.6	58	56	57.8	56.6	54.5
1984	59	60.8	58.9	60.9	59	57.1
1985	52.4	61.8	57.1	59.2	59.8	59.1
1986	62.3	57.3	59.3	61.4	56.7	
1987	61.3	59.5	59.8	62.1	60.9	
GRADE 05						
1982	50.5	48.8	50.4	48.9	48.8	49.7
1983	50.7	50.3	51.6	49.9	50.2	50.9
1984	52.1	53.2	54.8	52.4	52.4	53.6
1985	51.2	55.2	N/A	55.2	53.7	55.2
1986	52.5	57.0	59.5	55.3	54.6	54.8
1987	52.6	57.5	60.9	56.0	55.5	56.1
GRADE 07						
1982	50.5	50	48.9	49.5	50.1	49.5
1983	52.1	52.2	50.5	51.4	51.8	51.2
1984	53.3	54.5	52.5	53.2	53.7	52.9
1985	54.4	55.7	55.5	54.8	54.4	53
1986	55.4	58.5	58.1	57.0	54.5	54.1
1987	56.1	59.6	59.2	57.9	55.4	56.6
GRADE 10						
1982	45.6	49.2	46.6	47.9	47.3	47.1
1983	47.6	51.1	48.1	49.8	49	49.4
1984	49.1	53.2	49.9	51.8	50.7	51.4
1985	47.5	55.9	53.3	54.1	52.5	53
1986	47.7	56.9	55.3	54.9	53.7	50.3
1987	47.2	57.1	55.9	54.7	53.4	50.1

Note 1 : 50 NCE = National Average

Note 2: The 1986 mean NCE scores for writing, library/research/reference skills, and spelling have been updated to reflect the changes in scoring routines based on the fall 1986 equating studies. Changes in the writing scores have also caused slight changes in the 1986 total battery scores.

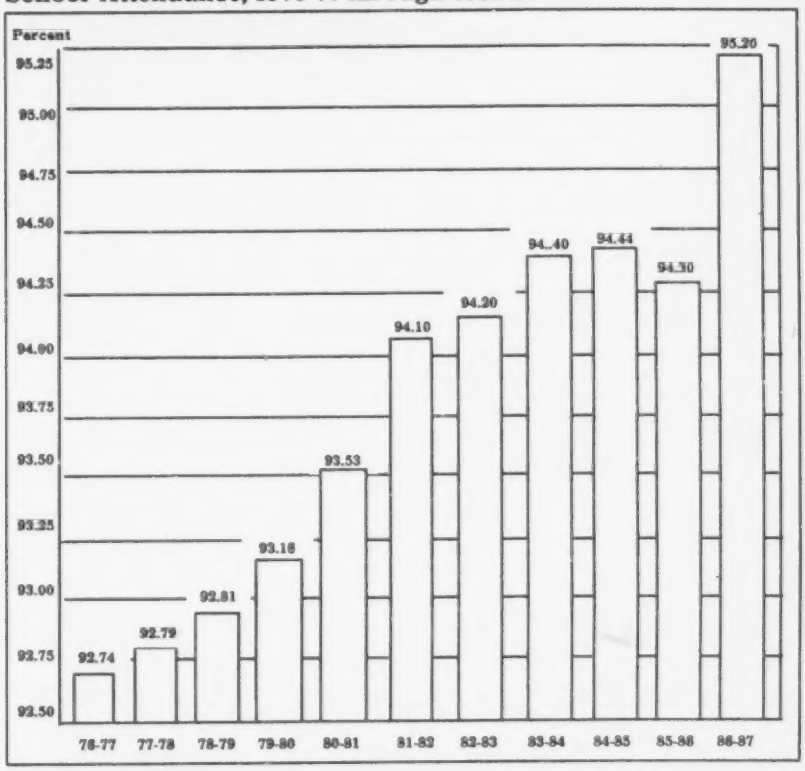
The 50th NCE is the national mid-point against which all states measure themselves and which enables many states to claim that they are "above average" in academic performance. Since 50 is the average of a perfect 100 score, the claim is technically correct. The goal in this testing program is for as many students as possible to score above the mid-point. The expectation is that more students than not will meet this goal. That is because the tests and the test questions do not examine students on all knowledge at random, but on the knowledge that is being taught in basic subject areas (reading, writing, spelling, mathematics, social studies) mandated for their learning by every legislature and state board in the land. Thus, it is a continuing concern that scores of Kentucky students peak in the third grade and drift lower in grades five, seven, and ten. Although significant improvements have occurred since the alarm over the "tenth-grade gap," the 47.2 achieved in reading comprehension in the tenth grade indicates a need for substantial remedial emphasis in this area.

The national comparison data are scheduled for revision in 1988. When the scores have been "re-normed" and updated, performance results of states the following year tend to decline in relation to the new norms. It is anticipated that Kentucky will not be exempt from such a trend next year.

ATTENDANCE

The percentage of those enrolled who actually attended school rose from 94.20 in 1982-83 to an all-time high of 95.16 in 1986-87. This continues a steady ten-year improvement in attendance. In 1976-77 attendance was 92.74 percent.

School Attendance, 1976-77 through 1986-87



GRADUATES

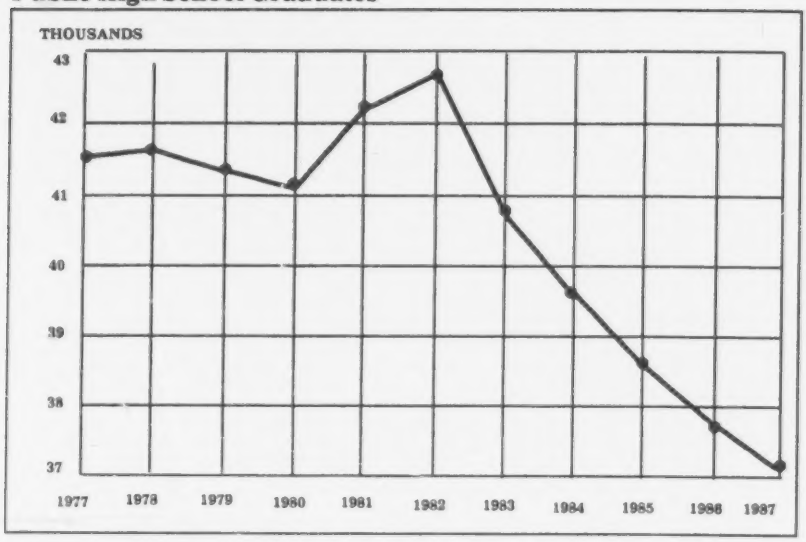
In 1984, 39,645 students graduated from public high schools while the number of graduates decreased to 37,189 students in 1987, representing the smallest graduating class in over a decade. There were 26,308 GEDs awarded during the 1986-87 biennium. This represented an increase when compared to previous bienniums.

Public High School Completions

Graduating Class*	High School Diplomas Issued	GED Certificates Issued
1977	41,588	8,757
1978	41,611	10,319
1979	41,402	12,234
1980	41,203	13,551
1981	42,234	13,257
1982	42,636	12,870
1983	40,839	11,394
1984	39,645	9,207
1985	38,532	9,665
1986	37,764	12,556
1987	37,189	13,752

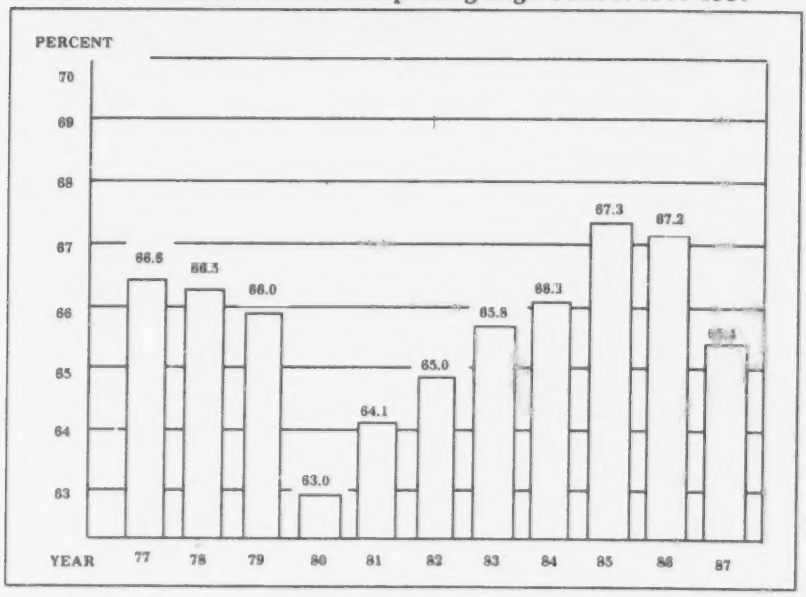
** Figured on a school year*

Public High School Graduates



The percentage of ninth-graders completing public high school reached a peak of 70.2 percent in 1971-72 and dropped to a low of 63.0 percent in 1979-80. Since 1979-80 there has been improvement each year with a ten-year high of 67.3 percent being achieved during the 1984-85 school year. However, slight declines occurred in 1986 and again in the 1987 school year.

Public School 9th-Graders Completing High School 1977-1987

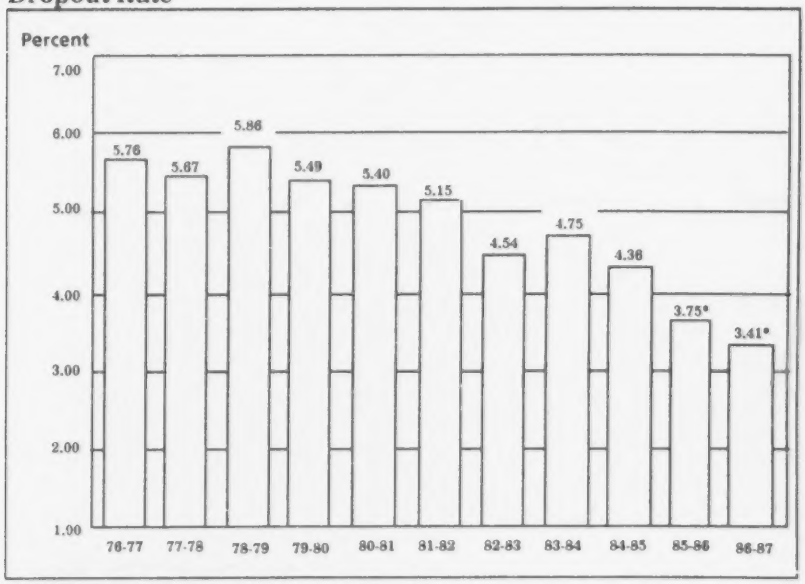


The percentage of high school graduates going to college reached a historic high of 49.6 in 1986-87. An additional 8.7 percent (approximately) of the 1986-87 graduating class sought postsecondary education beyond high school.

Graduates Attending College

Graduating Class	Number	Percent
1977	15,855	38.2
1978	15,957	38.3
1979	16,321	39.4
1980	17,389	42.2
1981	17,548	41.5
1982	18,075	42.3
1983	17,053	41.8
1984	17,321	43.8
1985	17,463	45.3
1986	17,541	46.4
1987	18,432	49.6

Dropout Rate



**Data reflects change in definition of dropout rate*

Educational System Twelve-Year Retention Characteristics

Year	Number of Six-Year-Olds Census	Number of H.S.Graduates 12 Years Later	Graduates as a percent of Six-Year-Olds 12 Years Earlier	Percent of Pop. 25 Yrs. + With H.S. Diploma	Median School Years Completed
1950	60,250	24,093	39.9%	21.9%	8.4
1960	65,549	40,442	61.6%	27.6%	8.7
1970	63,198	42,531	67.2%	35.6%	9.9
1980	54,336	35,200 *	64.7%	53.1%	12.1

** Estimated, 1992*

LOCAL DISTRICT SUMMARY REPORT

The local district summary report is divided into three general areas. The top portion of the summary includes mean NCE test results for grades three, five, seven, and ten as well as ten demographic and financial factors considered important in the interpretation of test results. The ten factors are not intended to represent an "all-inclusive list" of achievement-related factors. The selected factors are: (1) current expenses per pupil, (2) pupil/teacher ratio, (3) cost per pupil for instruction, (4) dropout rate, (5) percent local supplement for instruction, (6) percent of students economically deprived, (7) local financial index, (8) attendance rate, (9) assessed property value per pupil, and (10) percent of revenue from local sources.

District data for the ten selected factors and test results are ranked using a procedure that groups districts into ten groups or deciles. Using this procedure, the districts having the most desirable data are assigned to decile 10 and represent the top 10 percent of the districts. The districts having the least desirable data are assigned to decile 1 and represent the lowest 10 percent of the districts. Each decile contains approximately 10 percent of the distribution. Because of ties at the limits of the deciles, this percentage may vary slightly.

Amendments to the Educational Improvement Act during 1986 session of the General Assembly prohibited the ranking of school districts other than at individual grade levels. The district report has only the ranking produced for grades three, five, seven, and ten for the purpose of providing a data base consistent with previous reports.

This reporting format is designed to give a more complete picture of the financial and human resources available to a school system and to allow educators and the public to interpret the test results in relation to those factors.

District Performance

DISTRICT	PROFILES DATA -- 1986 CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
ADAIR CO	1905	18.3	1414.18	4.2	21.60	38.5	0.250	95.0	89377	9.9	61.3	51.0	54.4	54.9
DECILE	4	8	5	3	6	4	2	6	5	3	5	2	3	6
										N=	198	179	174	162
ALLEN CO	1904	21.0	1382.29	5.0	13.80	28.2	0.450	96.3	93547	16.9	64.1	59.3	61.5	56.7
DECILE	4	2	4	2	1	7	7	10	5	6	7	8	9	7
										N=	176	166	145	170
ANCHORAGE IND	4522	13.0	2998.42	0.0	53.60	5.5	1.110	96.6	268345	66.8	77.6	70.3	66.1	.
DECILE	10	10	10	10	10	10	10	10	10	10	10	10	10	.
										N=	34	37	39	.
ANDERSON CO	1890	20.7	1359.62	2.8	18.40	18.6	0.290	94.7	123108	16.6	65.8	58.0	57.9	60.7
DECILE	4	3	4	6	4	9	3	5	8	6	8	7	5	10
										N=	199	182	179	191
ASHLAND IND	2180	19.1	1681.81	2.2	29.50	35.5	0.560	94.3	130836	27.0	62.2	56.4	59.6	56.7
DECILE	9	7	9	8	9	5	8	3	9	9	5	5	7	7
										N=	259	250	253	249
AUGUSTA IND	2518	16.7	1896.82	2.8	27.40	45.5	0.590	94.3	79506	15.2	70.7	65.6	59.7	50.2
DECILE	10	10	10	6	8	3	8	3	4	5	10	10	7	2
										N=	17	9	15	24
BALLARD CO	2284	18.3	1636.14	1.9	20.90	22.6	0.490	95.5	96357	17.9	70.5	61.3	59.2	55.0
DECILE	9	8	9	8	5	8	7	8	6	6	10	9	7	6
										N=	111	112	88	121
BARBOURVILLE I	1701	17.9	1324.06	1.5	33.30	41.4	0.390	96.3	104107	19.1	55.3	53.8	57.1	43.6
DECILE	1	9	3	9	10	4	6	10	6	7	1	4	5	1
										N=	40	32	38	27
BARDSTOWN IND	2417	17.2	1871.60	2.9	29.30	39.5	0.390	94.6	194120	26.7	61.1	53.0	60.9	47.6
DECILE	10	10	10	6	9	4	5	5	10	9	4	3	8	1
										N=	108	90	72	94
BARREN CO	1909	19.2	1342.69	2.9	21.50	22.4	0.260	95.8	111225	13.4	59.9	59.5	59.2	56.7
DECILE	4	6	3	6	6	9	3	9	7	4	3	8	7	7
										N=	208	219	201	241
BATH CO	1986	17.5	1398.47	3.7	18.90	41.4	0.250	94.4	76474	7.9	65.7	62.4	59.3	49.8
DECILE	6	9	5	4	4	4	2	4	3	2	8	10	7	2
										N=	129	112	120	142
BEECHWOOD IND	2389	16.6	1807.99	1.5	34.60	2.7	0.610	95.8	242030	48.2	57.6	60.9	62.5	67.1
DECILE	10	10	10	9	10	10	8	9	10	10	2	9	9	10
										N=	45	46	43	65
BELL CO	1819	20.2	1328.83	4.1	20.20	58.0	0.250	93.0	58838	6.5	63.7	53.1	55.7	50.1
DECILE	2	4	3	3	5	1	2	1	2	2	7	3	4	2
										N=	300	254	300	304

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986													
BELLEVUE IND	2114	19.2	1619.09	3.5	28.20	20.6	0.700	95.2	101762	28.6	70.9	59.3	58.9	55.3
DECILE	8	6	9	4	9	9	9	7	6	9	10	8	6	6
										N=	66	49	57	79
BEREA IND	2238	16.5	1747.58	3.7	26.70	21.3	0.880	94.7	67828	22.3	71.7	63.7	67.3	59.4
DECILE	9	10	10	4	8	9	10	5	3	8	10	10	10	9
										N=	57	55	48	85
BOONE CO	2127	20.4	1568.20	1.6	32.00	13.4	0.450	93.9	186781	34.0	64.0	59.5	56.8	54.7
DECILE	8	3	8	9	10	10	7	3	10	10	7	8	4	5
										N=	634	554	562	695
BOURBON CO	2118	18.3	1525.28	4.3	21.50	29.7	0.320	94.8	147236	18.1	65.8	57.6	62.3	57.0
DECILE	8	8	7	3	6	6	4	5	9	6	8	7	9	8
										N=	169	134	147	196
BOWLING GREEN	2191	18.5	1615.11	3.3	27.00	33.1	0.760	94.1	140670	35.8	62.7	59.0	57.5	60.1
DECILE	9	8	9	5	8	6	10	3	9	10	6	8	5	9
										N=	250	246	239	254
BOYD CO	2058	19.8	1511.70	2.0	21.90	24.9	0.380	94.5	122487	19.4	65.5	51.9	56.3	52.0
DECILE	7	5	7	8	6	8	5	4	8	7	8	3	4	3
										N=	303	342	309	379
BOYLE CO	1964	18.2	1510.80	2.6	24.90	19.8	0.360	96.1	112218	17.7	65.5	57.7	59.7	54.9
DECILE	5	8	7	7	7	9	5	10	7	6	8	7	7	6
										N=	174	164	154	212
BRACKEN CO	1988	19.5	1400.69	3.3	14.10	34.2	0.360	95.6	91823	13.2	63.1	57.0	59.0	55.9
DECILE	6	6	5	5	2	5	5	8	5	4	6	6	6	7
										N=	85	69	80	90
BREATHITT CO	1864	20.5	1239.85	3.8	18.20	65.4	0.410	95.0	61094	10.3	57.0	48.0	58.7	47.8
DECILE	3	3	1	4	4	1	6	6	2	3	2	1	6	1
										N=	238	253	193	220
BRECKINRIDGE C	1975	20.0	1359.45	2.8	14.30	43.8	0.370	96.1	114188	16.7	61.4	56.6	60.7	56.7
DECILE	5	4	3	6	2	3	5	10	7	6	5	6	8	7
										N=	187	187	172	183
BULLITT CO	1914	22.0	1413.66	4.4	18.70	26.9	0.370	93.8	78030	13.3	61.4	58.5	58.3	52.2
DECILE	4	1	5	3	4	7	5	2	4	4	5	8	6	4
										N=	675	648	714	797
BURGIN IND	2086	17.4	1476.85	3.2	21.30	19.2	0.390	95.9	131886	20.7	64.5	63.8	58.8	56.8
DECILE	8	9	6	5	6	9	6	9	9	7	7	10	6	8
										N=	28	40	27	27
BUTLER CO	2007	20.6	1411.99	5.3	19.10	40.0	0.310	94.5	82378	11.3	64.9	60.5	62.3	56.8
DECILE	6	3	5	1	4	4	3	4	4	3	8	9	9	8
										N=	171	173	133	140

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986										TEST DATA -- 1987			
CALDWELL CO	1969	20.0	1386.43	4.8	19.40	25.4	0.400	93.6	95343	16.5	59.2	51.5	55.6	52.3
DECILE	5	4	5	2	5	8	6	2	5	6	3	2	3	4
										N=	160	151	183	155
CALLOWAY CO	2029	19.1	1429.57	2.6	15.80	23.5	0.410	95.7	114981	18.6	70.1	63.5	60.8	55.9
DECILE	7	7	6	7	2	8	6	9	7	6	10	10	8	7
										N=	214	174	180	228
CAMPBELL CO	2153	19.6	1558.94	2.3	27.50	12.3	0.450	95.4	151012	27.1	70.5	61.1	63.2	52.9
DECILE	8	5	8	8	9	10	7	8	9	9	10	9	9	4
										N=	282	241	240	327
CAMPBELLSVILLE	1864	20.3	1386.87	4.6	19.70	35.9	0.410	96.0	107534	19.0	72.8	54.3	65.6	71.1
DECILE	3	4	5	2	5	5	6	9	6	7	10	4	10	10
										N=	114	102	77	85
CARLISLE CO	2177	18.5	1515.94	1.6	16.90	29.3	0.440	95.0	97530	16.4	67.9	58.1	60.9	52.5
DECILE	9	8	7	9	3	6	7	6	6	5	9	7	8	4
										N=	75	68	57	59
CARROLL CO	2353	17.6	1670.73	3.1	30.80	36.9	0.500	95.2	158454	27.8	60.9	56.8	59.6	52.5
DECILE	9	9	9	6	10	5	7	7	10	9	4	6	7	4
										N=	133	124	114	98
CARTER CO	1879	18.7	1365.49	3.2	17.70	49.4	0.180	94.8	59150	4.8	58.8	53.6	56.9	53.9
DECILE	3	7	4	5	4	3	1	5	2	1	3	4	5	5
										N=	340	350	331	352
CASEY CO	1924	18.7	1288.29	3.7	22.30	55.3	0.190	94.1	80373	6.8	57.2	48.8	52.1	48.9
DECILE	4	7	2	4	6	2	2	3	4	2	2	1	2	2
										N=	196	178	194	184
CAVERNA IND	1823	19.2	1417.07	3.5	25.60	34.0	0.630	94.7	76040	20.8	67.2	60.2	54.3	53.1
DECILE	2	6	5	4	8	5	9	5	3	7	9	9	3	5
										N=	85	71	75	63
CENTRAL CITY I	1942	20.3	1469.42	0.9	27.30	22.4	0.310	94.7	56192	9.0	.	.	.	.
DECILE	5	4	6	10	8	9	3	5	2	3	.	.	.	.
										N=	.	.	.	.
CHRISTIAN CO	1873	21.6	1377.77	2.8	19.00	39.8	0.360	95.2	91063	14.1	58.4	56.9	54.3	52.0
DECILE	3	1	4	7	4	4	5	7	5	4	2	6	3	3
										N=	654	553	608	655
CLARK CO	1896	19.7	1391.88	3.1	22.40	26.5	0.420	95.2	131927	23.7	62.6	57.2	61.3	55.1
DECILE	4	5	5	6	6	7	6	7	9	8	6	6	9	6
										N=	362	354	431	401
CLAY CO	1808	19.1	1315.92	6.4	17.20	64.1	0.180	94.6	44857	3.4	59.0	50.5	55.7	50.6
DECILE	2	7	3	1	3	1	1	5	1	1	3	2	4	2
										N=	377	365	311	285

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986										TEST DATA -- 1987			
CLINTON CO	1929	18.9	1383.47	4.4	18.00	69.7	0.150	93.8	54861	3.3	62.6	49.0	55.6	50.7
DECILE	4	7	4	3	4	1	1	2	2	1	6	1	3	3
										N=	123	102	115	127
CLOVERPORT IND	2132	15.1	1559.50	2.6	26.80	54.2	0.630	95.9	48621	11.0	66.3	48.8	65.4	51.6
DECILE	8	10	8	7	8	2	9	9	1	3	9	1	10	3
										N=	26	25	17	18
CORBIN IND	1774	22.5	1324.46	2.1	18.00	21.9	0.630	94.5	75912	21.7	61.4	53.4	59.8	60.3
DECILE	2	1	3	8	4	9	9	4	3	8	5	3	7	9
										N=	156	132	170	142
COVINGTON IND	2340	18.1	1710.37	5.9	29.80	50.5	0.860	93.1	82485	25.9	54.8	49.7	53.4	49.6
DECILE	9	9	9	1	9	2	10	1	4	9	1	1	2	2
										N=	463	410	321	286
CRITTENDEN CO	1986	19.3	1401.74	4.4	19.50	23.4	0.270	94.7	106515	12.7	60.9	59.7	62.0	60.5
DECILE	6	6	5	3	5	8	3	5	6	4	4	8	9	10
										N=	95	91	99	110
CUMBERLAND CO	2086	16.7	1498.41	5.8	20.80	57.5	0.220	92.9	87496	7.4	59.6	52.7	51.5	52.4
DECILE	8	10	7	1	5	2	2	1	5	2	3	3	1	4
										N=	73	89	71	70
DANVILLE IND	2211	17.9	1716.51	2.0	30.20	24.4	0.500	96.2	143725	28.0	65.9	59.9	62.9	56.8
DECILE	9	9	9	8	9	8	7	10	9	9	8	9	9	8
										N=	136	147	140	142
DAVIESS CO	2092	20.6	1523.31	2.5	26.80	14.9	0.400	95.9	166738	27.7	64.8	60.3	60.6	57.0
DECILE	8	3	7	7	8	10	6	9	10	9	8	9	8	8
										N=	609	517	617	704
DAWSON SPRINGS	2055	18.8	1564.70	4.8	21.00	25.7	0.800	95.1	64507	20.8	56.8	57.0	55.1	54.2
DECILE	7	7	8	2	5	7	10	6	3	7	2	6	3	5
										N=	60	36	39	37
DAYTON IND	1893	19.3	1465.28	5.6	16.20	50.0	0.700	94.5	37288	11.2	53.1	52.7	50.9	52.0
DECILE	4	6	6	1	2	2	9	4	1	3	1	3	1	3
										N=	89	71	80	85
EAST BERNSTADT	1875	22.0	1305.59	0.0	15.30	49.8	0.270	96.5	39118	5.3	65.0	53.3	66.7	.
DECILE	3	1	2	10	2	3	3	10	1	1	8	3	10	.
										N=	39	23	27	.
EDMONSON CO	1757	22.0	1192.69	2.6	12.00	36.6	0.330	94.9	61814	9.4	66.2	57.3	56.3	54.5
DECILE	2	1	1	7	1	5	4	5	2	3	8	6	4	5
										N=	130	144	154	159
ELIZABETHTOWN	2197	20.3	1622.84	1.3	29.20	27.3	0.660	95.8	117900	29.5	69.4	62.4	66.1	62.1
DECILE	9	4	9	10	9	7	9	9	7	9	10	10	10	10
										N=	125	116	133	179

DISTRICT	PROFILES DATA -- 1986 CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
ELLIOTT CO	2062	19.0	1443.17	4.0	16.70	70.2	0.440	94.3	45773	8.0	58.2	54.9	57.8	45.5
DECILE	7	7	6	3	3	1	7	3	1	2	2	5	5	1
										N=	112	85	84	89
EMINENCE IND	2399	16.2	1762.54	5.0	30.10	34.9	0.670	95.2	97483	24.4	59.9	56.0	59.7	59.1
DECILE	10	10	10	2	9	5	9	7	6	8	3	5	7	9
										N=	31	38	38	30
ERLANGER-ELSME	2033	18.4	1589.42	1.5	24.50	14.3	0.670	94.3	123046	32.0	63.4	56.7	57.7	54.1
DECILE	7	8	8	9	7	10	9	3	8	10	6	6	5	5
										N=	150	156	114	157
ESTILL CO	1908	19.0	1417.22	5.1	17.70	43.8	0.270	94.4	61141	7.3	62.0	53.8	57.2	54.2
DECILE	4	7	6	2	4	3	3	4	2	2	5	4	5	5
										N=	226	201	208	198
FAIRVIEW IND	2076	20.6	1589.67	2.0	23.20	25.8	0.630	94.5	86694	24.0	84.1	61.1	55.4	55.0
DECILE	7	3	8	8	7	7	9	4	5	8	10	9	3	6
										N=	64	45	47	68
FAYETTE CO	2618	18.4	1919.55	4.7	42.80	25.0	0.580	93.1	241221	44.5	62.3	56.9	60.3	60.9
DECILE	10	8	10	2	10	8	8	1	10	10	5	6	8	10
										N=	2251	1941	1876	1807
FLEMING CO	2258	18.2	1650.71	3.4	18.20	48.6	0.350	95.6	111249	14.8	65.9	60.8	58.0	53.0
DECILE	9	8	9	5	4	3	5	8	7	5	8	9	6	4
										N=	175	145	140	161
FLOYD CO	1771	21.5	1235.34	4.2	16.60	48.5	0.200	91.7	66134	6.6	57.8	50.9	51.5	51.0
DECILE	2	2	1	3	3	3	2	1	3	2	2	2	1	3
										N=	730	669	628	594
FT THOMAS IND	2447	17.6	1928.01	0.3	38.60	2.9	0.700	96.4	159860	41.7	74.8	70.4	69.5	68.6
DECILE	10	9	10	10	10	10	9	10	10	10	10	10	10	10
										N=	121	127	123	160
FRANKFORT IND	2743	16.6	2027.65	7.4	25.80	38.1	0.580	93.2	150388	28.0	63.4	49.0	52.1	55.9
DECILE	10	10	10	1	8	5	8	1	9	9	6	1	2	7
										N=	59	35	58	54
FRANKLIN CO	2132	19.1	1526.50	2.5	22.70	15.3	0.420	95.3	151295	25.8	68.9	61.9	59.2	56.9
DECILE	8	7	7	7	7	10	6	7	10	8	9	10	7	8
										N=	386	440	413	510
FULTON CO	2113	19.6	1515.65	4.1	18.60	45.8	0.350	95.1	86229	11.5	57.1	50.1	51.6	55.4
DECILE	8	5	7	3	4	3	5	6	5	3	2	1	1	6
										N=	60	56	48	70
FULTON IND	2059	17.7	1552.49	2.7	34.30	38.3	0.750	94.7	91882	28.5	61.4	54.7	56.3	52.9
DECILE	7	9	8	7	10	4	10	5	5	9	5	4	4	4
										N=	43	42	48	34

DISTRICT	PROFILES DATA -- 1986 CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DERIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
GALLATIN CO	2002	20.3	1377.02	4.0	17.70	32.3	0.380	93.6	106141	17.4	48.7	48.1	57.7	52.6
DECILE	6	4	4	3	4	6	5	2	6	6	1	1	5	4
										N=	65	77	67	68
GARRARD CO	2083	17.4	1487.94	2.8	29.20	28.4	0.330	93.5	126412	18.0	56.4	53.6	59.8	57.8
DECILE	7	9	7	6	9	7	4	2	8	6	2	4	7	8
										N=	124	124	139	130
GLASGOW IND	1867	19.4	1540.25	3.3	31.90	23.1	0.590	95.7	98040	25.7	67.2	57.2	58.3	63.2
DECILE	3	6	8	5	10	8	8	9	6	8	9	6	6	10
										N=	183	172	164	159
GRANT CO	2064	19.5	1460.96	3.5	19.50	26.1	0.480	95.1	81545	17.2	57.0	58.2	53.9	53.7
DECILE	7	6	6	4	5	7	7	6	4	6	2	7	2	5
										N=	177	149	157	200
GRAVES CO	1986	21.3	1333.69	1.5	16.00	23.2	0.330	95.2	108056	16.2	67.7	57.6	60.0	56.2
DECILE	6	2	3	9	2	8	4	7	7	5	9	7	8	7
										N=	308	308	282	299
GRAYSON CO	1945	19.3	1391.98	2.9	16.30	36.9	0.290	95.0	89268	11.2	61.1	59.0	54.5	49.4
DECILE	5	6	5	6	3	5	3	6	5	3	4	8	3	2
										N=	297	311	252	289
GREEN CO	2003	19.5	1364.84	1.9	20.30	32.8	0.360	94.7	91234	14.2	60.1	51.4	52.0	54.3
DECILE	6	6	4	8	5	6	5	5	5	4	4	2	2	5
										N=	133	115	112	118
GREENUP CO	1850	22.6	1295.24	2.4	18.40	43.1	0.340	94.4	79151	12.2	63.1	54.8	55.9	51.4
DECILE	3	1	2	8	4	4	4	4	4	4	6	4	4	3
										N=	271	272	255	298
GREENVILLE IND	1854	19.9	1366.17	0.7	22.10	12.5	0.380	95.0	127735	22.2	.	.	.	.
DECILE	3	5	4	10	6	10	5	6	8	8	.	.	.	.
										N=	.	.	.	.
HANCOCK CO	2439	19.6	1699.46	3.3	27.90	15.6	0.650	96.4	142375	32.5	58.6	62.8	62.3	58.4
DECILE	10	5	9	5	9	10	9	10	9	10	2	10	9	9
										N=	131	110	94	139
HARDIN CO	1901	21.9	1438.76	2.7	19.40	25.6	0.310	95.5	101890	14.3	61.7	56.3	59.6	57.8
DECILE	4	1	6	7	5	7	3	8	6	4	5	5	7	8
										N=	875	774	747	801
HARLAN CO	1865	20.3	1312.94	4.4	17.20	54.4	0.360	93.7	62679	9.7	53.4	50.0	50.9	46.9
DECILE	3	4	3	3	3	2	5	2	2	3	1	1	1	1
										N=	509	537	503	483
HARLAN IND	1967	19.8	1523.00	4.3	21.40	39.3	0.650	93.7	54869	16.0	64.1	57.8	51.6	58.5
DECILE	5	5	7	3	6	4	9	2	2	5	7	7	1	9
										N=	74	47	99	72

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
HARRISON CO	1860	19.2	1310.35	1.3	17.90	29.1	0.330	95.6	114639	16.2	57.5	59.8	56.4	53.8
DECILE	3	6	2	10	4	6	4	8	7	5	2	9	4	5
										N=	210	174	172	198
HARRODSBURG IN	2135	19.4	1675.51	3.4	23.40	25.0	0.440	94.4	108896	19.0	62.1	50.8	53.5	56.8
DECILE	8	6	9	5	7	8	7	4	7	7	5	2	2	8
										N=	72	68	58	62
HART CO	1985	16.5	1410.82	3.0	12.70	45.7	0.250	95.0	77540	8.0	63.0	56.0	62.0	59.3
DECILE	6	8	5	6	1	3	2	6	4	2	6	5	9	9
										N=	147	153	158	192
HAZARD IND	1814	19.6	1314.55	4.1	21.50	27.0	0.700	94.4	77496	24.1	65.3	57.9	64.8	56.4
DECILE	2	5	3	3	6	7	9	4	4	8	8	7	10	7
										N=	114	96	88	98
HENDERSON CO	2011	21.5	1452.05	3.2	25.90	25.6	0.440	95.6	139867	26.1	61.1	58.6	57.5	54.6
DECILE	6	2	6	5	8	7	7	8	9	9	4	8	5	5
										N=	554	466	436	644
HENRY CO	2065	19.3	1417.05	3.3	24.00	28.9	0.410	93.8	114702	20.2	60.5	56.3	57.2	57.6
DECILE	7	6	5	5	7	7	6	2	7	7	4	5	5	8
										N=	115	121	127	139
HICKMAN CO	2129	19.0	1471.03	5.6	20.40	35.3	0.320	95.4	109951	14.2	58.6	52.8	61.5	65.7
DECILE	8	7	6	1	5	5	4	8	7	4	2	3	9	10
										N=	75	66	66	65
HOPKINS CO	2028	19.7	1477.88	3.8	25.40	26.3	0.420	95.0	137197	23.9	60.4	54.1	59.4	56.3
DECILE	6	5	7	4	8	7	6	6	9	8	4	4	7	7
										N=	578	598	528	561
JACKSON CO	1741	18.7	1237.52	5.2	15.00	67.5	0.160	93.2	40652	2.7	55.3	50.4	54.6	46.1
DECILE	1	7	1	1	2	1	1	1	1	1	1	2	3	1
										N=	194	168	174	208
JACKSON IND	2025	16.5	1483.44	0.8	25.60	54.7	0.640	95.6	47798	12.5	54.4	49.3	49.3	58.3
DECILE	6	10	7	10	8	2	9	8	1	4	1	1	1	9
										N=	39	32	30	23
JEFFERSON CO	2985	18.7	2003.44	5.2	36.50	35.6	0.800	93.0	196914	44.0	60.9	56.4	58.6	56.5
DECILE	10	7	10	1	10	5	10	1	10	10	4	5	6	7
										N=	6299	5723	5259	5816
JENKINS IND	1981	21.5	1367.39	4.8	21.30	45.3	1.080	93.9	43543	19.7	58.7	52.0	50.9	57.0
DECILE	5	2	4	2	6	3	10	3	1	7	3	3	1	8
										N=	63	79	63	54
JESSAMINE CO	1823	20.6	1310.16	3.8	15.30	21.3	0.390	93.3	122451	21.1	61.8	60.1	56.7	55.0
DECILE	2	3	2	4	2	9	6	1	8	7	5	9	4	6
										N=	370	367	371	371

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986										TEST DATA -- 1987			
JOHNSON CO	1746	22.2	1210.39	3.6	11.40	54.1	0.320	93.8	53766	7.9	61.1	50.2	59.2	49.2
DECILE	1	1	1	4	1	2	4	2	1	2	4	1	7	2
										N=	346	327	294	319
KENTON CO	2120	19.3	1554.35	2.6	25.90	13.3	0.500	94.2	153390	30.5	66.1	57.1	60.5	57.3
DECILE	8	6	8	7	8	10	7	3	10	10	8	6	8	8
										N=	734	680	629	767
KNOTT CO	1726	20.9	1230.25	6.2	17.50	56.6	0.190	93.8	50760	4.5	62.1	52.2	54.5	50.3
DECILE	1	2	1	1	3	2	2	2	1	1	5	3	3	2
										N=	299	291	291	278
KNOX CO	1722	20.3	1222.17	4.6	13.20	68.3	0.170	93.5	49362	3.6	60.8	51.1	54.8	50.2
DECILE	1	4	1	2	1	1	1	2	1	1	4	2	3	2
										N=	375	365	371	328
LARUE CO	2041	19.2	1533.57	2.6	25.40	31.9	0.260	96.2	96939	11.7	62.1	58.8	55.5	56.8
DECILE	7	6	8	7	8	6	3	10	6	3	5	8	3	8
										N=	154	137	140	175
LAUREL CO	1690	22.3	1197.78	4.7	12.90	45.4	0.180	93.9	81819	7.1	60.0	55.4	53.8	49.4
DECILE	1	1	1	2	1	3	1	3	4	2	3	5	2	2
										N=	605	560	527	583
LAWRENCE CO	1834	20.6	1287.13	5.0	11.00	54.2	0.200	94.5	68274	6.1	64.0	50.9	52.0	47.7
DECILE	2	3	2	2	1	2	2	4	3	2	7	2	2	1
										N=	219	202	202	202
LEE CO	1891	21.6	1272.55	3.5	16.30	60.7	0.330	94.3	62639	9.0	59.1	56.3	60.9	58.3
DECILE	4	1	2	4	3	1	4	3	2	3	3	5	8	9
										N=	129	116	86	99
LESLIE CO	1651	21.4	1118.98	4.5	14.10	50.2	0.190	95.2	60427	5.6	60.1	54.6	55.0	45.9
DECILE	1	2	1	2	2	2	2	7	2	1	4	4	3	1
										N=	276	261	229	252
LETCHER CO	1691	21.7	1178.96	2.8	14.50	46.1	0.280	93.8	57434	7.6	55.9	51.0	54.5	46.5
DECILE	1	1	1	7	2	3	3	2	2	2	1	2	3	1
										N=	398	410	357	380
LEWIS CO	1860	20.9	1266.70	2.9	18.20	50.2	0.280	95.9	62624	7.7	55.6	53.4	52.5	52.2
DECILE	3	2	2	6	4	2	3	9	2	2	1	3	2	4
										N=	191	218	210	228
LINCOLN CO	1733	19.6	1266.94	3.5	13.70	42.7	0.320	94.5	76519	10.6	59.5	52.6	57.8	52.1
DECILE	1	5	2	4	1	4	4	4	3	3	3	3	5	4
										N=	309	293	256	274
LIVINGSTON CO	1915	20.6	1339.67	1.4	16.60	26.5	0.260	95.5	119745	13.4	64.1	55.5	63.6	56.7
DECILE	4	3	3	9	3	7	3	8	8	4	7	5	10	7
										N=	134	132	107	121

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986													
LOGAN CO	1937	18.6	1374.16	2.6	20.80	30.5	0.300	95.3	127549	16.8	62.2	57.4	60.4	55.9
DECILE	5	8	4	7	5	6	3	7	8	6	5	7	8	7
										N=	223	200	198	226
LUDLOW IND	1850	21.0	1437.38	1.3	27.00	23.2	0.760	94.3	75688	26.0	63.0	58.3	50.3	49.8
DECILE	3	2	6	10	8	8	10	3	3	9	6	8	1	2
										N=	74	63	50	64
LYON CO	2113	19.7	1516.93	1.1	23.60	18.3	0.180	95.2	155569	11.4	63.5	57.7	64.7	58.9
DECILE	8	5	7	10	7	9	1	7	10	3	7	7	10	9
										N=	54	61	69	60
MADISON CO	1811	19.8	1328.25	2.8	22.20	26.6	0.300	93.7	115962	16.3	62.4	56.7	58.9	55.1
DECILE	2	5	3	7	6	7	3	2	7	5	6	6	6	6
										N=	468	465	438	462
MAGOFFIN CO	1711	21.6	1236.16	6.9	8.20	60.5	0.160	93.8	42075	2.9	58.3	52.7	54.2	46.9
DECILE	1	1	1	1	1	1	1	2	1	1	2	3	2	1
										N=	229	205	195	182
MARION CO	2052	20.1	1370.43	2.8	16.50	49.1	0.380	95.8	90971	14.8	67.8	62.9	57.6	58.3
DECILE	7	4	4	7	3	3	5	9	5	5	9	10	5	9
										N=	222	183	179	185
MARSHALL CO	1966	19.9	1485.58	2.8	21.20	19.2	0.260	95.3	132060	15.3	63.1	59.5	60.8	58.9
DECILE	5	5	7	7	6	9	3	7	9	5	6	8	8	9
										N=	324	292	305	300
MARTIN CO	1790	20.9	1223.47	4.4	22.30	41.1	0.330	93.5	103871	14.5	64.3	52.6	55.0	48.3
DECILE	2	2	1	3	6	4	4	2	6	5	7	3	3	1
										N=	243	214	185	207
MASON CO	2001	20.6	1399.09	2.3	22.80	32.8	0.370	95.4	161931	24.2	64.6	58.2	58.3	53.4
DECILE	6	3	5	8	7	6	5	8	10	8	8	7	6	5
										N=	171	149	157	171
MAYFIELD IND	2031	18.7	1555.87	1.5	24.80	30.9	0.780	95.6	96633	29.0	63.1	57.3	58.7	61.1
DECILE	7	7	8	9	7	6	10	8	6	9	6	6	6	10
										N=	105	95	117	101
MAYSVILLE IND	2870	14.7	1984.24	2.9	45.10	40.0	0.620	96.2	162769	34.3	64.5	58.5	56.2	44.0
DECILE	10	10	10	6	10	4	8	10	10	10	7	8	4	1
										N=	45	42	37	45
MCCRACKEN CO	1945	21.8	1486.37	1.7	23.10	14.8	0.240	95.3	122097	13.8	69.4	57.9	62.7	59.6
DECILE	5	1	7	9	7	10	2	7	8	4	10	7	9	9
										N=	482	474	441	527
MCCREARY CO	1747	19.6	1288.05	3.6	12.50	71.6	0.240	93.5	33945	3.4	55.9	49.8	49.3	49.9
DECILE	1	5	2	4	1	1	2	2	1	1	1	1	1	2
										N=	27?	273	257	232

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DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
MCLEAN CO	1904	19.0	1381.01	2.6	17.50	22.7	0.250	95.4	118219	13.6	62.3	57.9	65.6	60.5
DECILE	4	7	4	7	3	8	2	8	8	4	5	7	10	10
										N=	129	128	127	143
MEADE CO	1889	21.6	1364.85	2.0	24.10	25.4	0.410	95.4	91665	17.1	64.5	54.4	60.8	50.6
DECILE	3	1	4	8	7	8	6	8	5	6	7	4	8	2
										N=	244	218	255	311
MENIFEE CO	1752	19.7	1307.96	4.5	17.70	52.0	0.180	93.3	54789	4.5	51.7	51.5	52.9	52.7
DECILE	2	5	2	2	4	2	1	1	2	1	1	2	2	4
										N=	82	68	70	74
MERCER CO	1764	20.4	1235.25	1.8	15.90	17.5	0.370	95.0	111234	18.9	67.4	53.9	58.7	54.9
DECILE	2	3	1	9	2	9	5	6	7	7	9	4	6	6
										N=	133	136	161	154
METCALFE CO	1992	18.9	1393.77	2.1	21.60	57.6	0.190	95.8	80354	6.4	55.9	53.6	58.4	51.7
DECILE	6	7	5	8	6	1	2	9	4	2	1	4	6	3
										N=	116	114	94	123
MIDDLESBORO IN	1970	19.7	1453.16	3.1	24.00	50.1	0.420	93.6	79200	14.5	50.1	50.1	50.4	52.9
DECILE	5	5	6	6	7	2	6	2	4	5	1	1	1	4
										N=	180	151	163	171
MONROE CO	1982	17.3	1436.03	3.2	25.00	47.7	0.430	95.4	71797	12.2	68.1	60.6	55.9	53.3
DECILE	5	9	6	5	8	3	7	8	3	4	9	9	4	5
										N=	182	134	147	144
MONTGOMERY CO	1927	18.1	1472.52	3.2	21.10	36.3	0.510	95.0	83714	17.3	62.4	60.2	59.2	52.4
DECILE	4	9	6	5	5	5	8	6	5	6	6	9	7	4
										N=	252	293	284	287
MONTICELLO IND	1842	19.8	1351.19	2.6	13.00	48.5	0.390	96.1	44071	7.3	62.2	56.5	52.2	51.8
DECILE	3	5	3	7	1	3	6	10	1	2	5	6	2	3
										N=	66	52	52	53
MORGAN CO	1820	19.7	1310.23	3.6	14.40	65.7	0.140	94.4	59937	3.6	58.7	58.2	55.9	49.5
DECILE	2	5	2	4	2	1	1	4	2	1	3	7	4	2
										N=	160	158	159	160
MUHLENBERG CO	2264	20.6	1562.20	3.0	30.80	31.6	0.180	93.8	166293	10.3	65.4	54.0	56.0	54.0
DECILE	9	3	8	6	10	6	1	2	10	3	8	4	4	5
										N=	477	466	445	462
MURRAY IND	2388	17.9	1815.87	1.4	29.10	30.3	0.710	95.6	141724	32.0	66.7	61.2	66.2	64.0
DECILE	9	9	10	9	9	6	10	8	9	10	9	9	10	10
										N=	96	70	75	81
NELSON CO	1944	19.9	1399.56	3.9	19.30	34.5	0.270	94.9	140070	16.0	59.3	56.7	57.4	51.6
DECILE	5	5	5	4	4	5	3	5	9	5	3	6	5	3
										N=	250	207	212	306

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986										TEST DATA -- 1987			
NEWPORT IND	2437	17.3	1901.44	13.8	27.70	50.4	0.930	93.4	69912	21.6	60.7	50.5	51.5	51.1
DECILE	10	9	10	1	9	2	10	1	3	7	4	2	1	3
										N=	228	211	152	154
NICHOLAS CO	1913	20.5	1321.68	3.1	19.70	41.1	0.350	95.0	95725	14.5	68.0	48.4	54.3	55.5
DECILE	4	3	3	6	5	4	5	6	5	5	9	1	3	6
										N=	95	86	68	86
OHIO CO	1900	20.7	1379.77	4.4	21.00	31.9	0.280	94.5	119092	15.3	67.9	56.6	60.2	55.7
DECILE	4	3	4	3	5	6	3	4	8	5	9	6	8	7
										N=	314	337	282	300
OLDHAM CO	2075	20.0	1533.69	2.3	28.10	11.5	0.630	95.5	121976	31.0	67.6	61.5	64.5	62.6
DECILE	7	4	8	8	9	10	9	8	8	10	9	10	10	10
										N=	447	402	397	461
OWEN CO	1989	20.7	1314.36	2.2	13.10	35.9	0.430	94.6	97237	17.7	62.5	50.2	56.0	55.3
DECILE	6	3	3	8	1	5	7	5	6	6	6	1	4	6
										N=	134	138	104	139
OWENSBORO IND	2774	16.5	2159.80	6.2	32.40	43.4	0.740	94.0	177985	37.1	64.1	59.8	60.3	54.8
DECILE	10	10	10	1	10	4	10	3	10	10	7	9	8	6
										N=	291	276	246	264
OWSLEY CO	1946	18.6	1301.18	3.9	16.10	82.1	0.200	91.4	47739	3.3	69.9	66.5	44.2	48.5
DECILE	5	8	2	4	2	1	2	1	1	1	10	10	1	2
										N=	71	76	81	66
PADUCAH IND	2387	18.7	1721.54	4.9	24.00	49.9	0.590	93.3	132236	27.2	60.1	57.9	62.0	57.2
DECILE	9	7	9	2	7	2	8	1	9	9	4	7	9	8
										N=	332	272	240	218
PAINTSVILLE IN	2432	18.9	1682.43	1.1	29.40	24.9	0.610	95.7	137552	33.3	65.8	59.2	67.0	60.0
DECILE	10	7	9	10	9	8	8	9	9	10	8	8	10	9
										N=	58	68	55	68
PARIS IND	2080	17.5	1567.13	1.8	24.70	31.5	0.650	95.3	77777	21.1	64.1	63.9	56.6	58.6
DECILE	7	9	8	9	7	6	9	7	4	7	7	10	4	9
										N=	103	91	85	73
PENDLETON CO	1834	20.3	1360.33	2.4	15.90	29.5	0.440	95.4	75760	14.8	61.8	56.4	59.1	51.3
DECILE	2	4	4	8	2	6	7	8	3	5	5	5	6	3
										N=	160	170	142	151
PERRY CO	1712	21.4	1185.21	7.2	14.40	50.8	0.190	93.3	70591	6.7	55.6	51.7	52.8	45.1
DECILE	1	2	1	1	2	2	2	1	3	2	1	2	2	1
										N=	475	463	350	365
PIKE CO	1859	20.5	1260.67	3.5	21.30	37.5	0.340	94.4	80745	12.5	59.9	52.7	54.7	51.5
DECILE	3	3	2	4	6	5	4	4	4	4	3	3	3	3
										N=	1200	1164	1127	1005

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
PIKEVILLE IND	2293	17.8	1703.85	2.1	35.50	26.3	0.850	94.7	135799	40.3	61.2	59.7	53.8	62.6
DECILE	9	9	9	8	10	7	10	5	9	10	4	8	2	10
										N=	118	124	98	102
PINEVILLE IND	1973	16.1	1559.40	5.1	28.90	46.6	0.630	93.2	75817	11.6	58.4	50.7	51.8	50.5
DECILE	5	10	8	2	9	3	9	1	3	3	2	2	2	2
										N=	34	39	26	34
POWELL CO	1749	21.9	1247.23	6.0	15.10	45.6	0.230	94.1	54836	5.9	67.0	55.2	53.7	52.0
DECILE	1	1	1	1	2	3	2	3	2	1	9	5	2	3
										N=	175	169	180	164
PROVIDENCE IND	2107	18.0	1614.61	3.4	26.50	24.3	0.600	95.7	60137	16.0	59.1	45.9	57.7	49.8
DECILE	8	9	9	4	8	8	8	9	2	5	3	1	5	2
										N=	56	34	43	40
PULASKI CO	1746	21.5	1244.49	3.4	13.20	37.1	0.310	93.6	100535	14.2	60.8	57.7	58.2	52.7
DECILE	1	2	1	5	1	5	3	2	6	4	4	7	6	4
										N=	491	487	426	457
RACELAND IND	2102	19.1	1582.77	0.0	30.30	17.2	0.680	96.0	95938	27.2	73.6	62.4	63.5	56.9
DECILE	8	7	8	10	10	10	9	9	6	9	10	10	9	8
										N=	69	67	61	73
RICHMOND IND	2336	14.5	1742.57	1.4	38.90	79.3	0.690	93.5	121363	28.1	57.9	49.5	50.6	43.6
DECILE	9	10	10	9	10	1	9	2	8	9	2	1	1	1
										N=	60	63	38	37
ROBERTSON CO	2802	15.7	1972.54	10.4	29.90	40.9	0.360	92.4	95265	11.2	59.3	52.0	61.2	53.6
DECILE	10	10	10	1	9	4	5	1	5	3	3	3	8	5
										N=	25	27	22	25
ROCKCASTLE CO	1712	19.5	1286.97	3.3	17.60	54.9	0.180	93.5	65500	5.5	57.1	52.9	56.5	50.8
DECILE	1	6	2	5	3	2	1	2	3	1	2	3	4	3
										N=	220	202	190	218
ROWAN CO	2022	20.8	1521.00	4.3	15.60	40.6	0.410	93.7	90502	15.3	60.1	56.5	55.4	52.3
DECILE	6	2	7	3	2	4	6	2	5	5	4	6	3	4
										N=	226	207	219	231
RUSSELL CO	1771	19.4	1304.49	4.5	17.60	41.8	0.170	95.6	81655	6.0	57.9	53.3	54.5	55.4
DECILE	2	6	2	2	3	4	1	8	4	1	2	3	7	6
										N=	165	180	181	190
RUSSELL IND	2031	22.5	1501.01	1.6	30.40	11.8	0.540	94.9	126774	30.4	74.1	63.6	68.4	60.7
DECILE	7	1	7	9	10	10	8	5	8	9	10	10	10	10
										N=	210	209	195	233
RUSSELLVILLE I	2272	18.5	1678.48	1.9	28.60	26.6	0.780	95.3	79754	25.1	68.0	71.1	65.9	62.0
DECILE	9	8	9	9	9	7	10	7	4	8	9	10	10	10
										N=	123	87	85	93

PROFILES DATA -- 1986

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LOC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986										TEST DATA -- 1987			
SCIENCE HILL I	1738	22.7	1071.58	0.0	23.60	28.8	0.580	96.2	76693	22.3	60.5	54.2	62.9	.
DECILE	1	1	1	10	7	7	8	10	3	8	4	4	9	.
										N=	30	28	32	.
SCOTT CO	1979	20.0	1417.69	3.2	22.80	19.2	0.380	94.3	108049	18.7	62.9	56.5	59.9	53.3
DECILE	5	4	6	5	7	9	5	3	7	6	6	6	8	5
										N=	324	285	253	222
SHELBY CO	1886	21.4	1324.59	3.3	22.20	24.6	0.350	95.3	129569	20.6	63.2	55.1	61.3	56.5
DECILE	3	2	3	5	6	8	5	7	8	7	6	5	9	7
										N=	282	283	305	316
SILVER GROVE I	2261	16.5	1699.93	0.7	27.10	22.2	0.890	94.9	80911	25.1	64.3	60.7	58.9	44.5
DECILE	9	10	9	10	8	9	10	5	4	8	7	9	6	1
										N=	15	11	15	20
SIMPSON CO	2070	19.1	1557.42	3.1	20.80	23.7	0.440	95.5	116701	21.1	64.8	54.4	59.8	54.8
DECILE	7	7	8	6	5	8	7	8	7	7	8	4	7	6
										N=	221	206	185	214
SOMERSET IND	2430	15.4	1910.58	2.4	13.90	31.3	0.620	94.9	111941	24.1	64.7	59.4	59.2	61.0
DECILE	10	10	10	8	1	6	8	5	7	8	8	8	7	10
										N=	113	104	110	133
SOUTHGATE IND	2758	12.1	2096.82	0.0	34.60	15.3	0.520	95.7	198484	33.4	63.1	56.2	63.6	.
DECILE	10	10	10	10	10	10	8	9	10	10	6	5	10	.
										N=	21	13	17	.
SPENCER CO	1962	20.3	1366.48	4.2	16.40	33.9	0.390	95.8	100050	16.5	63.9	53.7	57.6	51.8
DECILE	5	4	4	3	3	5	6	9	6	6	7	4	5	3
										N=	88	87	69	100
TAYLOR CO	1823	20.3	1348.89	1.1	18.90	19.9	0.290	96.4	91939	12.5	67.5	59.0	59.3	58.2
DECILE	2	4	3	10	4	9	3	10	5	4	9	8	7	9
										N=	179	157	144	180
TODD CO	1871	18.4	1411.08	4.0	22.90	35.8	0.190	94.8	81766	7.2	58.4	49.1	54.3	53.1
DECILE	3	8	5	3	7	5	2	5	4	2	2	1	3	5
										N=	137	148	123	150
TRIGG CO	2131	19.6	1494.74	4.5	16.90	31.2	0.290	95.7	106946	12.0	62.4	55.2	62.0	57.7
DECILE	8	5	7	2	3	6	3	9	6	3	6	5	9	8
										N=	128	129	121	156
TRIMBLE CO	2068	20.0	1365.14	3.2	19.80	30.7	0.470	94.9	137673	24.5	54.4	50.5	57.6	52.7
DECILE	7	4	4	5	5	6	7	5	9	8	1	2	5	4
										N=	82	76	86	63
UNION CO	2024	20.7	1433.80	3.4	22.50	20.6	0.350	94.5	126175	19.1	63.7	55.6	56.1	54.1
DECILE	6	3	6	5	7	9	5	4	8	7	7	5	4	5
										N=	218	183	197	205

DISTRICT	CURRENT EXPENSES	PUPL-TCHR RATIO	COST FOR INSTRUCT	DROPOUT RATE	% LEA SUP FOR INST	% ECONOM DEPRIVED	LCC FINCL INDEX	ATTENDNCE RATE	ASSESSED PROP VALU	% REVENUE LOCAL	TEST DATA -- 1987 GRD 3	GRD 5	GRD 7	GRD 10
	PROFILES DATA -- 1986													
WALTON VERONA	2498	18.6	1730.73	0.8	29.70	14.3	1.160	94.7	77243	32.3	60.1	60.2	53.9	56.8
DECILE	10	8	9	10	9	10	10	5	3	10	4	9	2	8
											N= 55	66	41	65
WARREN CO	1800	22.2	1274.92	1.8	14.00	19.5	0.330	95.3	121473	18.8	67.9	57.5	61.5	56.7
DECILE	2	1	2	9	1	9	4	7	8	7	9	7	9	7
											N= 707	632	645	717
WASHINGTON CO	2004	18.6	1416.30	2.3	20.70	44.0	0.370	96.3	116416	16.7	70.6	61.2	57.0	55.5
DECILE	6	8	5	8	5	3	5	10	7	6	10	9	5	6
											N= 114	100	116	119
WAYNE CO	1860	20.7	1324.43	4.6	16.60	63.3	0.330	94.8	50617	7.8	70.3	57.1	57.9	51.2
DECILE	3	3	3	2	3	1	4	5	1	2	10	6	5	3
											N= 217	192	191	199
WEBSTER CO	1930	20.3	1342.54	2.8	22.20	17.7	0.330	95.1	130663	19.2	60.9	57.6	61.3	55.2
DECILE	4	4	3	6	6	9	4	6	8	7	4	7	9	6
											N= 165	147	146	176
WEST POINT IND	2141	21.3	1420.79	0.0	13.70	67.5	0.890	96.1	44979	14.8	50.5	54.0	45.4	
DECILE	8	2	6	10	1	1	10	10	1	5	1	4	1	
											N= 41	28	26	
WHITLEY CO	1723	22.1	1218.67	7.3	13.50	67.3	0.160	91.3	59996	4.2	55.2	50.9	48.8	47.8
DECILE	1	1	1	1	1	1	1	1	2	1	1	2	1	1
											N= 316	291	313	275
WILLIAMSBURG I	1630	21.0	1262.11	2.9	13.30	41.5	0.400	94.6	68836	13.3	62.4	52.1	57.1	59.4
DECILE	1	2	2	6	1	4	6	5	3	4	6	3	5	9
											N= 83	55	60	74
WILLIAMSTOWN I	2264	17.5	1562.22	1.7	26.80	28.2	0.630	96.6	113826	25.5	67.5	60.1	51.6	58.1
DECILE	9	9	8	9	8	7	9	10	7	8	9	9	1	8
											N= 38	34	35	35
WOLFE CO	2019	20.8	1370.02	12.4	16.00	75.6	0.180	95.1	51237	3.7	64.1	51.5	50.8	44.9
DECILE	6	2	4	1	2	1	1	6	1	1	7	2	1	1
											N= 97	94	93	85
WOODFORD CO	1943	19.1	1460.10	1.9	20.90	16.8	0.250	95.1	200903	22.7	63.5	55.5	60.7	57.5
DECILE	5	7	6	8	5	10	2	6	10	8	7	5	8	8
											N= 218	220	210	269

SECTION C
Appendix

STATE BOARD OF EDUCATION
KENTUCKY DEPARTMENT OF EDUCATION

ORGANIZATION CHART

FACILITIES
OFFERING VOCATIONAL EDUCATION PROGRAMS BY REGION

DEFINITIONS

TEN YEAR HISTORY OF STATE AVERAGES

STATE BOARD OF EDUCATION

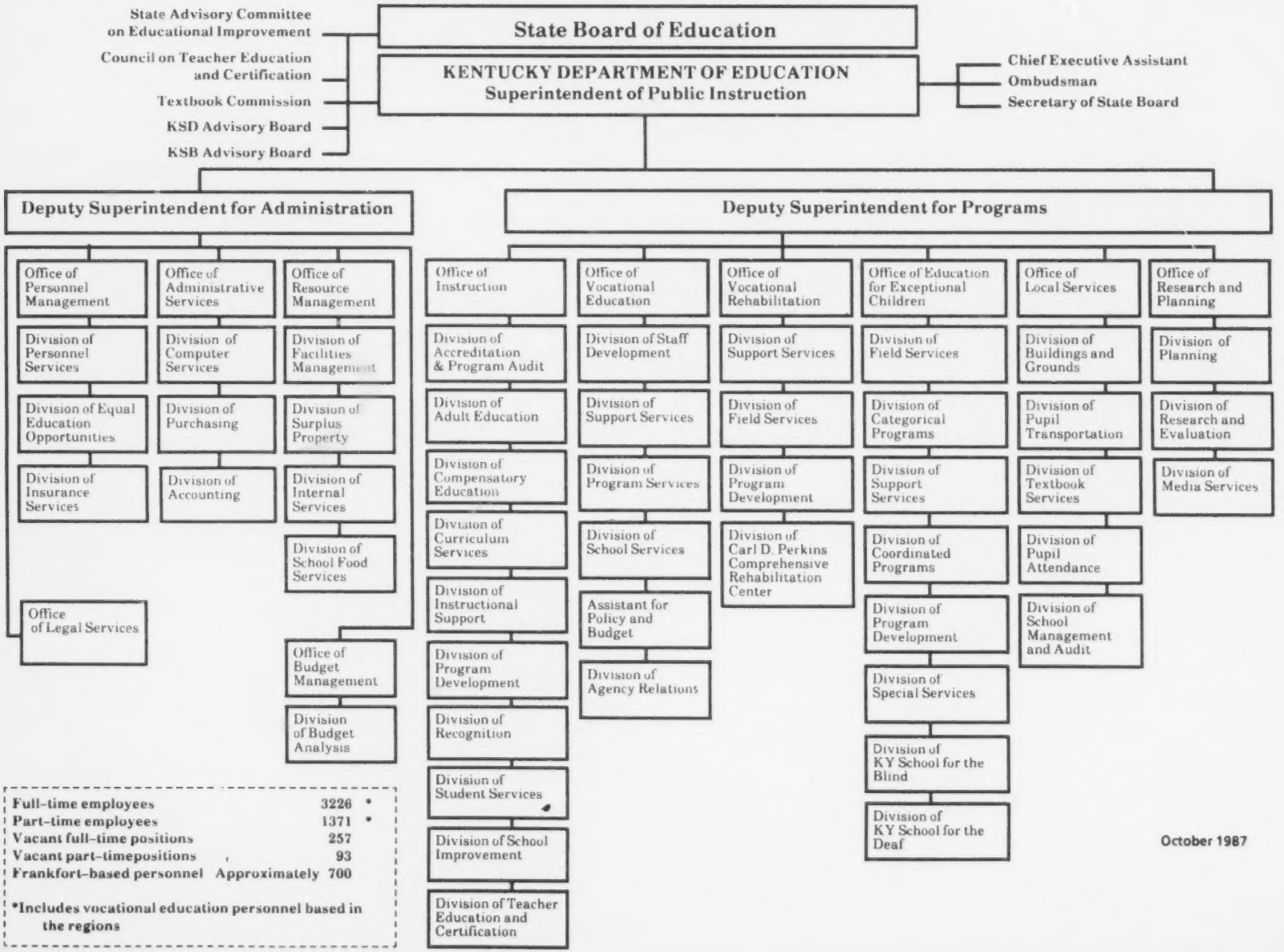
Clay Parks, Chairman	Dry Ridge
Lila Bellando, Vice Chairman	Berea
Harry Fields	Owensboro
Kenneth R. James	London
Stuart P. Jay	Louisville
WD Kelly	Hopkinsville
O'Leary Meece	Somerset
Henry Pogue IV	Fort Thomas
James Ratcliffe	Louisville
Mildred Robinson	Ashland
Robert Ruberg	Covington
Beverly Schneider	Lexington
Gary S. Cox, Ex-Officio Member	Frankfort

On December 7, 1987, Governor Martha Layne Collins made the following appointments: Patti Acquisto, Owensboro; Jane Joplin Evans, Somerset; James Figley, Ashland; and Frances Hamilton, Paducah. They will fill positions held by Harry Fields, Owensboro; O'Leary Meece, Somerset; Mildred Robinson, Ashland, whose terms had expired, and Owen Hammonds, Louisville, who had resigned from the board in 1986. Stuart P. Jay, Louisville, was reappointed.

KENTUCKY DEPARTMENT OF EDUCATION

Superintendent of Public Instruction		Alice McDonald
Chief Executive Assistant	1986–	Dr. Taylor Hollin
Deputy Superintendent for Administration	1984–86	James Yocum
	1987–	Joe Woolums
Deputy Superintendent for Instruction		Dr. Dan Branham
Secretary to the State Board of Education	1980–86	Laurel True
	1986–	Sheila Collins
Associate Superintendents:		
Legal Affairs	1985–	Gary Bale
Personnel Management	1985–86	Joe Woolums
	1986–	Wilburn J. Pratt
Administrative Services	1984–87	Joe Woolums
	1987–	Dr. Ted Edmonds
Budget Management	1986–	Laurel True
Resource Management		Foster V. Jones
Instruction	1984–86	Dr. James Fouché
	1986–	Margaret McClain
Vocational Education	1982–86	Wilburn J. Pratt
	1986–	Dr. Ann Bardwell
Vocational Rehabilitation	1986–	Don Fightmaster
Education for Exceptional Children	1984–86	Dr. Taylor Hollin
	1986–	Vivian Link
Local Services	1985–86	Peter Royce
	1986–	Arnold Guess
Research & Planning	1984–86	Rebecca A. Brown
	1986–	Shirley Williamson

Kentucky Department of Education Organizational Chart

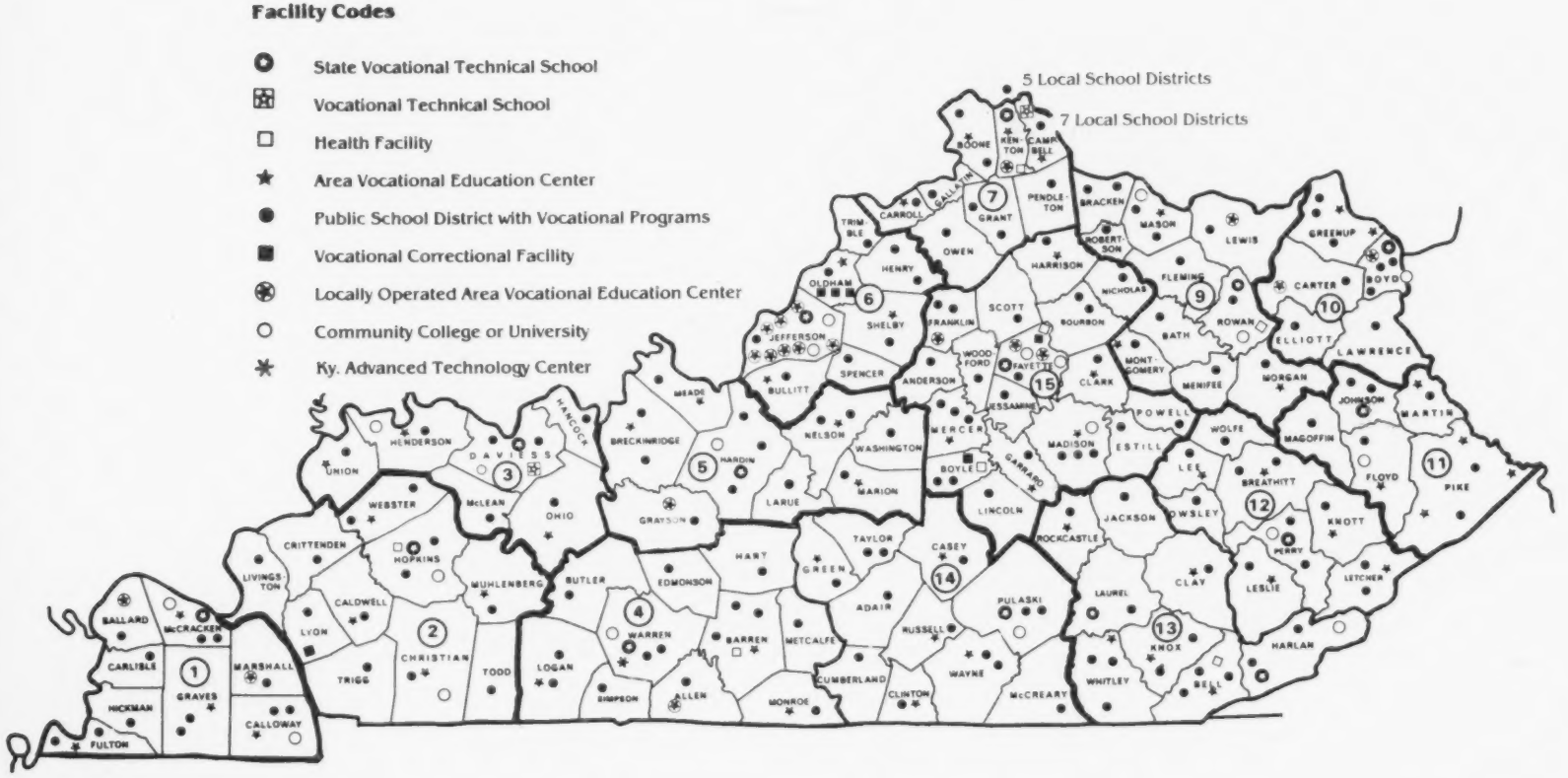

State Advisory Committee on Educational Improvement
Council on Teacher Education and Certification
Textbook Commission
KSD Advisory Board
KSB Advisory Board
State Board of Education
KENTUCKY DEPARTMENT OF EDUCATION
Superintendent of Public Instruction
Chief Executive Assistant
Ombudsman
Secretary of State Board
Deputy Superintendent for Administration
Office of Personnel Management
Division of Personnel Services
Division of Equal Education Opportunities
Division of Insurance Services
Office of Administrative Services
Division of Computer Services
Division of Purchasing
Division of Accounting
Office of Resource Management
Division of Facilities Management
Division of Surplus Property
Division of Internal Services
Division of School Food Services
Office of Legal Services
Office of Budget Management
Division of Budget Analysis
Deputy Superintendent for Programs
Office of Instruction
Division of Accreditation & Program Audit
Division of Adult Education
Division of Compensatory Education
Division of Curriculum Services
Division of Instructional Support
Division of Program Development
Division of Recognition
Division of Student Services
Division of School Improvement
Division of Teacher Education and Certification
Office of Vocational Education
Division of Staff Development
Division of Support Services
Division of Program Services
Division of School Services
Assistant for Policy and Budget
Division of Agency Relations
Office of Vocational Rehabilitation
Division of Support Services
Division of Field Services
Division of Program Development
Division of Carl D. Perkins Comprehensive Rehabilitation Center
Office of Education for Exceptional Children
Division of Field Services
Division of Categorical Programs
Division of Support Services
Division of Coordinated Programs
Division of Program Development
Division of Special Services
Division of KY School for the Blind
Division of KY School for the Deaf
Office of Local Services
Division of Buildings and Grounds
Division of Pupil Transportation
Division of Textbook Services
Division of Pupil Attendance
Division of School Management and Audit
Office of Research and Planning
Division of Planning
Division of Research and Evaluation
Division of Media Services

Full-time employees	3226 *
Part-time employees	1371 *
Vacant full-time positions	257
Vacant part-timepositions	93
Frankfort-based personnel	Approximately 700

*Includes vocational education personnel based in the regions

October 1987

Facilities Offering Vocational Education Programs by Regions



DEFINITIONS

The following definitions are presented to assist in the interpretation of the information contained in this report.

—CURRENT EXPENSES – Annual current expenses per pupil in average daily attendance. The total current expenses were divided by the average daily attendance to arrive at the figure. Current expenses include costs for administration, instruction, attendance services, health services, pupil transportation, operation of plant, maintenance of plant and fixed charges.

—COST FOR INSTRUCTION – Cost per pupil for instruction was calculated by dividing the total amount spent for instruction by the average daily attendance. The total amount spent on instruction excludes federal programs.

—PUPIL-TEACHER RATIO – This factor was determined by dividing the enrollment at the school building level by the number of classroom teachers reported on the federal and state salary schedules.

—DROPOUT RATE – The dropout rate represents the percent of students in grades 7-12 who drop out of school during the school year. It includes withdrawals in attendance accounting codes W6-pupils who became 16 and dropped out; W14-A female pupils withdrawn after having given birth to and in process of parenting a child.

--PERCENT LOCAL EDUCATION AGENCY (LEA) SUPPLEMENT FOR INSTRUCTIONAL SALARIES – This factor represents the amount of money provided by the LEA in addition to the Minimum Foundation Program Funds (state funds) as a percent of the total expenditures for instructional salaries.

--PERCENT ECONOMICALLY DEPRIVED – This factor represents the percentage of children eligible for free school lunch benefits in proportion to total children of school age in the district.

—LOCAL FINANCIAL INDEX – The index was derived by dividing the local revenue per child in average daily attendance by the assessed property value per child in average daily attendance. This index measures the amount of effort a community puts into the support of its schools based upon its ability to pay.

—ATTENDANCE RATE – Percent of attendance is found by dividing the aggregate days attendance by the aggregate days membership.

—ASSESSED PROPERTY VALUE PER CHILD – The assessed property value per child is calculated by dividing the total assessed property value in the district by the average daily attendance for the district.

—PERCENT REVENUE FROM LOCAL SOURCES – This factor represents the percent of the local district's total revenue that is received from local sources. This total excludes non-revenue receipts.

—MEAN NCE SCORES – Normal curve equivalent scores (NCE) divide the scale beneath the normal distribution into 99 equal segments. Scores range from 1-99, with a mean/median of 50 and a standard deviation of 21.

The Kentucky Department of Education provides equal educational and employment opportunities.

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